

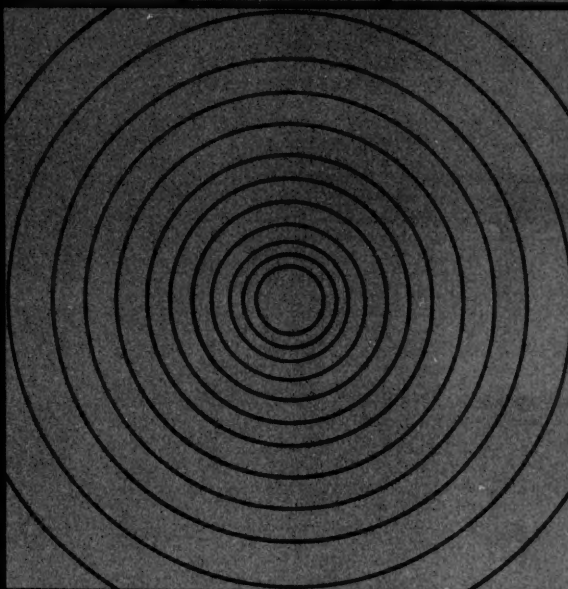
Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

FEBRUARY 1981

VOLUME 16 • NUMBER 2

ERIC[®]



ED 191 984-193 411

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ERIC Clearinghouse Publications

This page highlights the documents in this issue of RIE that are new ERIC publications prepared by the ERIC Clearinghouses. For each brief citation appearing here there is a full abstract appearing under the same ED number in the pages of RIE.

What are Information Analysis Products?

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, annotated bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest, and many similar documents designed to compress the vast amount of information available and to meet the current needs of ERIC users. These products constitute new contributions to the literature by ERIC.

Availability of Information Analysis Products

ERIC IAP's are published by the individual ERIC Clearinghouses responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, IAP's are announced in RIE or CIJE, as appropriate. If announced in RIE, they are contained in all ERIC microfiche collections and may be ordered individually in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Special collections of these Clearinghouse products are available from EDRS as follows:

1975-77 (574 documents)	\$99.50 (including postage)
1978 (211 documents)	\$37.35 (including postage)
1979 (159 documents)	\$20.95 (including postage)

Citations (By Clearinghouse)

ED 192 176 CG 014 619

Parker, Delores Eliason, Carol

Adult Counseling for Sex Equity in Post-Secondary Education.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Far West Lab. for Educational Research and Development, San Francisco, Calif.; 57p.

EDRS Price - MF01/PC03 Plus Postage.

ED 192 483 EC 130 135

Scholl, Geraldine T.

Self Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils: A Guide for Program Improvement.

Council for Exceptional Children, Reston, Va.; 96p.

EDRS Price - MF01/PC04 Plus Postage.

Alternate Availability—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$14.50)

ED 192 501 EC 130 163

Renzulli, Joseph S., Ed. Stoddard, Elizabeth P., Ed.
Under One Cover: Gifted and Talented Education in Perspective.

Council for Exceptional Children, Reston, Va.; 229p.

EDRS Price - MF01/PC10 Plus Postage.

Alternate Availability—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$11.25)

ED 192 667 HE 013 137

Lawrence, Judith K. Green, Kenneth C.

A Question of Quality: The Higher Education Ratings Game. AAHE-ERIC/Higher Education Research Report No. 5, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 76p.

EDRS Price - MF01/PC04 Plus Postage.

Alternate Availability—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers)

ED 192 668 HE 013 138

Shulman, Carol Herrnsdorf

Do Faculty Really Work That Hard? AAHE-ERIC/Higher Education Research Currents, October 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 5p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$0.75)

ED 192 810 IR 008 895

Aaron, Shirley L.

School/Public Library Cooperation: A State of the Art Review.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 41p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-46, \$3.75).

ED 192 818 IR 008 906

Frederick, Franz J.

Guide to Microcomputers.

Association for Educational Communications and Technology, Washington, D.C.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.; 159p.

EDRS Price - MF01/PC07 Plus Postage.

Alternate Availability—AECT Publications Sales, 1126 16th Street NW, Washington, DC 20036 (\$9.50/AECT members; \$11.50/non-members).

ED 192 862 JC 800 568

Brawer, Florence B., Ed.

The Humanities and Sciences in Two-Year Colleges.

Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 133p.

EDRS Price - MF01/PC06 Plus Postage.

ED 193 287 TM 800 602

Hunt, Barbara, Comp.

Research and Evaluation Studies from Large School Systems 1979.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.; 67p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (free)

ED 193 408 UD 021 103

Harrington, Charles

Bilingual Education in the United States: A View from 1980. ERIC/CUE Urban Diversity Series, Number 68, August 1980.

ERIC Clearinghouse on Urban Education, New York, N.Y.; 25p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

ED 193 409 UD 021 104

Waxman, Rebecca

Urban Youth in the 80s. Fact Sheets 1-4.

ERIC Clearinghouse on Urban Education, New York, N.Y.; 10p.

EDRS Price - MF01/PC01 Plus Postage.

Alternate Availability—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

ED 193 410 UD 021 105

Garbarino, James Plantz, Margaret C.

Urban Environments and Urban Children.

ERIC Clearinghouse on Urban Education, New York, N.Y.; 54p.

EDRS Price - MF01/PC03 Plus Postage.

Alternate Availability—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

RIE Highlights

ED 193 411

UD 021 119

Chun, Ki-Taek

The Myth of Asian American Success and Its Educational Ramifications.

Journal Cit.—IRCD Bulletin; v15 n1-2 Winter-Spring 1980

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; 13p.

EDRS Price - MF01/PC01 Plus Postage.

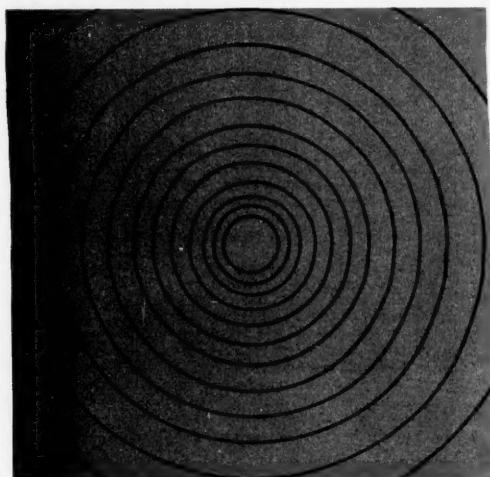
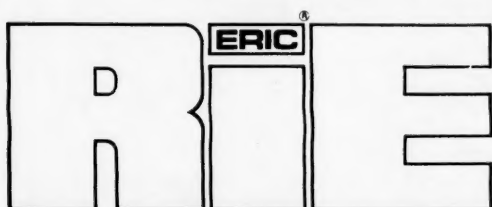
Alternate Availability—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$1.00).

RESOURCES IN EDUCATION

ED 191 984-193 411

February 1981

Volume 16 • Number 2



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Selected Acronyms

BT	—Broader Term
CH	—Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	—Compiler
DHEW	—Department of Health, Education, and Welfare
Ed.	—Editor
ED	—Accession Number Prefix (ERIC Document)
EDRS	—ERIC Document Reproduction Service
ERIC	—Educational Resources Information Center
GPO	—Government Printing Office
HC	—Hardcopy (i.e. reproduced paper copy)
MF	—Microfiche
NIE	—National Institute of Education
NT	—Narrower Term
OE	—Office of Education
PC	—Paper Copy
RIE	— <i>Resources in Education</i>
RT	—Related Term
SN	—Scope Note
UF	—Used For

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Introduction

Resources in Education (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*ERIC Document*). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents," in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20014. A reproduction release, giving ERIC permission to reproduce in Paper Copy and Microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (A sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. The basic domestic annual subscription price is \$42.70 a year. Detailed subscription information appears on the inside front cover and on the page in the back of *RIE* entitled "How to Subscribe to *Resources in Education*."



DOCUMENT SECTION

SAMPLE RESUME ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women.

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25)

Language—English, French

EDRS Price MF01/PC06 Plus Postage.

Pub Type—Dissertations/Theses (040)

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse Accession Number.

CE 123 456

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility.....	1	JC—Junior Colleges.....	124
CE—Adult, Career, and Vocational Education.....	1	PS—Elementary and Early Childhood Education.....	132
CG—Counseling and Personnel Services.....	34	RC—Rural Education and Small Schools.....	143
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FL—Languages and Linguistics.....	82	TM—Tests, Measurement, and Evaluation.....	187
HE—Higher Education.....	96	UD—Urban Education.....	203
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AA

ED 191 984 AA 001 082
Resources in Education (RIE). Volume 16, Number 2.

Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$42.70 (Domestic), \$53.40 (Foreign).

Pub Type—Reference Materials - Bibliographies (131)—Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Education, *Indexes
Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 191 985 CE 023 441
Establishing Capability for Statewide Implementation of the Experience-Based Career Education Program. Final Report.

Texas Education Agency, Austin.
Pub Date—29 Jun 79

Note—83p; Not available in paper copy due to light and broken type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Education, *Change Agents, Delivery Systems, *Diffusion, Information Dissemination, Intermediate Administrative Units, *Networks, Professional Training, State Departments of Education, *State Programs, State School District Relationship, Technology Transfer

Identifiers—*Experience Based Career Education, *Texas

The essential elements of the Texas Experience-Based Career Education (EBCE) network are described and examined to determine where Texas is in terms of institutionalizing EBCE. First described are the identification of incentives for both institutional and individual participation in the statewide effort and the plans to communicate knowledge about EBCE at three levels: state, regional, and local. Network functions of the Texas Education Agency, the education service centers, and Project CITE (Coordinating Information for Texas Educators) are each outlined. It is emphasized that the development of a cadre of EBCE trainers who transfer technical assistance from the regional educational laboratories to local education agencies (LEAs) is the most important component of the implementation plan. Their role and skills acquired for it are described: advocate EBCE as viable program, broker the concept through awareness presentations, provide program analysis and planning services, train others in the EBCE process, and evaluate student and district outcomes. Other elements of the network covered include coordination (through the diffusion project director, advisory groups, and Project CITE), the reduction or elimination of barriers to implementation, the demonstration sites, and evaluation of the diffusion project (through third-party reports and director's observation). Present status is assessed establishing a mobile, highly skilled cadre of trainers in three of the four EBCE models; with regard to institutionalization, the ground work is done but evidence of success is not all in. (JT)

ED 191 986 CE 024 394
Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks I and II, Classroom Course 13-5.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 75

Note—350p; For related documents see CE 024 395-397.

Pub Type—Guides - Classroom - Learner (051)—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Descriptions, Curriculum Guides, Hand Tools, High Schools, Learning Activities, Lesson Plans, Metals, *Metal Working, Postsecondary Education, Programmed Instructional Materials, Safety, Secondary Education, Skilled Occupations, Study Guides, *Trade and Industrial Education, Units of Study, *Welding

Identifiers—Military Curriculum Project

These curriculum materials are the first section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block I, Introduction to Oxyacetylene Welding, contains seven lessons covering fifty-four hours of instruction: Shop and Flight Line Safety Practices, Hand Tools, Operation and Maintenance of Welding Equipment, Bead and Lap Joints of Carbon Steel, Butt Joints of Carbon Steel, Tee Joints of Carbon Steel, and Position Welding. Block II, Oxyacetylene Welding, Cutting, Soldering, Brazing, and Hard Surfacing, contains seven lessons covering forty hours of instruction: Mechanical Drawing and Blueprint Reading, Joints of Heat and Corrosion Resistant Ferrous Alloys, Cutting Carbon Steel, Silver and Lead Soldering, Brazing Steel and Gray Iron Castings, Fusion Welding Ferrous Castings, and Hard Surfacing. Instructor materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide for each block with objectives, information, review exercises, and references for each lesson; programmed text on shop safety; handout of glossary welding terms; and handout bibliographies. Suggested audiovisuals are not provided. (YLB)

ED 191 987 CE 024 395
Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks III and IV, Classroom Course 13-6.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 75

Note—213p; Some pages will not reproduce well due to small, light type. For related documents see CE 024 394-397.

Pub Type—Guides - Classroom - Learner (051)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Metals, *Metal

2 Document Resumes

Working, Postsecondary Education, Secondary Education, Skilled Occupations, *Trade and Industrial Education, Units of Study, *Welding Identifiers—Military Curriculum Project

These curriculum materials are the second section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block III, Introduction to Metallic Arc Welding, contains six lessons including fifty-eight hours of instruction: Principles of Operation and Maintenance of Arc Welding Machines, Identification and Selection of Electrodes, Stringer Beads and Building Up Worn Surfaces, Fillet Welds in the Flat and Horizontal Positions, Butt Joints of Carbon Steel Plate, and Butt Joints of Carbon Steel Sheet. Block IV, Special Metallic Arts and Resistance Welding Applications, contains six lessons covering fifty-eight hours of instruction: Fillet Welds in the Vertical Position, Fillet Welds in the Overhead Position, Pipe Joints, Heat and Corrosion Resistant Ferrous Alloys, Cast Iron, and Hard Surfacing, Cutting, and Resistance Welding. Instructor materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide for each block that contains objectives, information, review exercises, and references for each lesson. Suggested audiovisuals are not provided. (YLB)

ED 191 988 CE 024 396
Military Curricula for Vocational & Technical Education, Metals Processing Specialist, Blocks V and VI, Classroom Course 13-7.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 75

Note—288p.; Sections will not reproduce well due to light and broken type. For related documents see CE 024 394-397.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Aviation Mechanics, Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Metals, *Metal Working, Postsecondary Education, *Repair, Secondary Education, Skilled Occupations, *Trade and Industrial Education, Units of Study, *Welding

Identifiers—*Aircraft, Military Curriculum Project
These curriculum materials are the third section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block V, Inert Gas Shielded Welding of High Performance Aircraft Metals, has nine lessons containing eighty-eight hours of instruction: Inert Gas Shielded Welding, Joints of Heat and Corrosion Resistant Ferrous Alloys, Position Welding of Heat and Corrosion Resistant Ferrous Alloys, Joints of Aluminum and Aluminum Alloy Sheet and Plate, Butt Joints of Magnesium, Joints of A-286 Alloy, Joints of Chromoly, Butt Joints of Nickel Base Alloys, and Butt Joints of Titanium and Titanium Alloy Sheet. Block VI, Pipe, Tubing, and Aircraft Exhaust and Jet Engine Hot Section Repair, has six lessons covering fifty-eight hours of instruction: Joints of Heat and Corrosion Resistant Ferrous Alloy Pipe, Joints of Aluminum Alloy Pipe and Tubing, Butt Patches on Jet Engine Hot Section Parts, Fillet Patches on Jet Engine Hot Section Parts, Reciprocating Engine Exhaust Manifold Repair, and Welding of Carbon and Alloy Steel Tubular Assemblies. Instruction materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide for each block with objectives, information, review exercises, and references for each lesson. Suggested audiovisuals are not provided. (YLB)

ED 191 989 CE 024 397
Military Curricula for Vocational & Technical Education, Metals Processing Specialist, Block VII, Classroom Course 13-8.

Chanute AFB Technical Training Center, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 75

Note—183p.; Not available in paper copy due to light and broken type. For related documents see CE 026 394-396.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Descriptions, Curriculum Guides, *Finishing, High Schools, Learning Activities, Lesson Plans, *Machine Tools, Metals, *Metal Working, Postsecondary Education, Secondary Education, Skilled Occupations, *Trade and Industrial Education, Units of Study, *Welding

Identifiers—Military Curriculum Project
These curriculum materials are the fourth section of a four-part, secondary-postsecondary-level course in metals processing. The course is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Block VII deals with heat treating, hardness testing, cleaning, and electroplating. It contains six lessons covering fifty-six hours of instruction: Safety and Operation of Heat Treating Furnaces; Identification and Classification of Metals; Hardness Testing; Heat Treatment of Ferrous Metals; Heat Treatment of Heat and Corrosion Resistant Ferrous Alloys, Nickel Base Alloys, Aluminum and Aluminum Alloys, and Titanium Alloys; and Cleaning, Plating, and Corrosion Control. Instructor materials include a course chart, detailed lesson plans, and a plan of instruction containing the units of instruction, criterion objectives, and additional materials needed. Student materials include a study guide which contains objectives, information, review exercises, and references for each lesson. Suggested audiovisuals are not provided. (YLB)

ED 191 990 CE 025 854

Monograph for Bilingual Training.
Development Associates, Inc., Arlington, Va.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 79

Contract—300-78-0269

Note—91p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education, *Bilingual Education, Data Collection, English (Second Language), Evaluation Methods, Postsecondary Education, *Program Design, Program Development, Program Effectiveness, *Program Evaluation, *Program Implementation, Secondary Education, *Second Language Instruction, Underemployment, Unemployment, *Vocational Education

This monograph addresses the task of designing, operating, and evaluating bilingual vocational instruction programs. It is intended to help administrators, program planners, evaluators, and staff responsible for providing an efficient, effective, and relevant program for adults and youth who are unemployed or underemployed having insufficient job skills and who lack sufficient English to permit them to function in an English-speaking work environment. Chapter 1 addresses organizing a bilingual vocational training program. Specific topics include six prerequisites to program planning and effective program implementation. Chapter 2 focuses on adapting English to vocational instruction by discussing making ESL (English as a Second Language) relevant to vocation, task of mastering English, oral approach to mastery of English, and strategies in adapting ESL to vocational Skills. Chapter 3 is designed as a guide to the evaluation of bilingual vocational training programs. It provides a set of basic techniques to plan and conduct an evaluation of project effectiveness. It discusses purpose and description of evaluation method, steps in the evaluation process, type of information needed by project directors and evaluators, data collection and assessment, and use of findings in program planning and operation. A model evaluation form is provided. (YLB)

ED 191 991 CE 025 857

Webb, Anita H. And Others
Seafood Products: An Instructional Guide for Home Economics Programs.
Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date—[79]

Note—149p.; For related documents see CE 025 858-859. Not available in paper copy due to print quality.

Available from—Virginia Polytechnic Institute and State University Sea Grant, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 (\$6.00; \$5.40, quantity price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Consumer Education, Elementary Secondary Education, Food, Food Service, *Foods Instruction, *Home Economics, Learning Activities, *Nutrition Instruction, Postsecondary Education

The instructional materials contained in this guide are designed for consumer and nutrition education and have been structured in accordance with federal regulations for vocational consumer and homemaking educational programs. Instructional objectives and activities are divided into three levels: level 1 for youth in exploratory/beginning programs, level 2 for intermediate level programs, and level 3 for advanced home economics students. Each level contains an overview providing concepts to be covered, generalizations, objectives, and evaluation measures for the section. Exercises in level 1 involve the food value of seafood, differences between finfish and shellfish, and seafood snacks. Provided in level 2 are exercises and charts on nutrition, fish cuts and forms, inspection and grading, characteristics of good quality seafood, season availability, market forms, and seafood purchase, preparation, and storage. Therapeutic diets, characteristics of good quality, cleaning and filleting, sanitation, storage, processing, cost analysis, consumer information and advanced preparation are covered in level 3 activities. In addition to conventional exercises, this guide contains such supplementary activities as seafood puzzles, riddles, and scramble. Drawings, references, and resource materials are appended. (CE 025 858 is a seafood manual for school food service personnel and CE 025 859 is a seafood guide for occupational food service programs.) (MN)

ED 191 992 CE 025 858

Whitaker, Carol S. Webb, Anita H.
Seafood Manual for School Food Service Personnel.
Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date—[78]

Note—34p.; For related documents see CE 025 857-859.

Available from—Virginia Polytechnic Institute and State University Sea Grant, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 (\$1.50)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ancillary School Services, *Food, *Food Service, *Food Standards, Learning Activities, *Nutrition, Nutrition Instruction, Occupational Home Economics

Seafood information pertinent to the needs of school food service personnel is presented. Each of five sections contains information considered important by school food service managers and supervisors as indicated in a national survey (1977). Provided in section one are a narrative section, graph, and chart on seafood nutritive value. The next section on seafood selection describes (1) market forms of fresh and frozen fish, (2) physical characteristics of fresh whole/filleted fish, (3) such purchase criteria as availability, market forms, quantity, and inspection, and (4) writing specifications for bidding. Storage of seafood is covered in section 3. Included in the preparation information given in section 3 are charts, illustrations, and a narrative section on thawing, cooking, and serving seafood. Suggestions on how school food programs can cooperate with classroom teachers to provide nutrition education are listed in section 5 which includes learning activities and resource agency addresses. A short bibliography is appended. (CE 025 857 is a seafood products instructional guide for home economics programs and CE 025 859 is a seafood products guide for occupational food service personnel.)

vice programs.) (MN)

ED 191 993 CE 025 859

Webb, Anita H. And Others
Seaford Products: Food Service Program Guide.
Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date—[79]
Note—107p.; For related documents see CE 025 857-858.

Available from—Virginia Polytechnic Institute and State University Sea Grant, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 (\$4.00; \$3.60, quantity price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advertising, Behavioral Objectives, Food, *Food Service, *Foods Instruction, Food Standards, Games, Learning Activities, *Nutrition Instruction, *Occupational Home Economics, Postsecondary Education, Puzzles, Secondary Education, Tests

The nine lessons and supplementary activities included in this seaford food service program guide are intended for use in secondary and postsecondary occupational home economics food service programs. Material covers nutrition, therapeutic diets, harvesting methods, quality assessment, fish cuts and forms, inspection, dressing, storage, sanitation, preparation, garnishing, menu planning, cost analysis, advertising, and serving. Specific lesson objectives include (1) identification of fish types, cuts, and nutrients; (2) understanding of inspection purposes and techniques; (3) development of skills in purchasing, cleaning, storing, dressing, and preparing fish; (4) developing advertising plans to promote a seaford buffet; (5) evaluating form, taste, and recipes. Each lesson provides for actual hands-on experience in handling fish and such learning activities as exercises, games, puzzles. Tests are included at the end of each lesson, and lists of references and resources are appended. Drawings of fish types and cuts, fishing gear, and inspection seals constitute one-third of the document. Supplementary activities recommended for use with this guide include a field trip (planned in lesson 5) and the utilization of resources persons. (MN)

ED 191 994 CE 025 928

Buffer, James J., Jr., Ed.
Dimensions of Vocational Education to Serve Special Needs Persons.

Cleveland State Univ., Ohio.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]
Note—74p.; Some pages will not reproduce well due to light type. For a related document see CE 025 929.

Available from—Division of Vocational Education, Room 913, State Office Building, 65 South Front St., Columbus, OH 43215 (\$2.50; 10% discount for ten or more copies)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ancillary School Services, *Classroom Techniques, *Disabilities, Employment Potential, Goal Orientation, Individualized Instruction, Inservice Teacher Education, Preservice Teacher Education, Program Guides, *Program Implementation, Secondary Education, Student Evaluation, Student Needs, Student Placement, *Teaching Methods, Vocational Adjustment, *Vocational Education

Identifiers—Rehabilitation Act 1973, Vocational Evaluation

This handbook for vocational educators and teachers overviews concepts, methodologies, and strategies appropriate for those serving handicapped children. Chapter 1 discusses organizing and providing appropriate vocational education programs for the handicapped, including the cooperative/team approach, pre- and inservice training, and work adjustment. Chapter 2 concerns goals for vocational development. Specific topics include setting appropriate goals, goal planning with the student, skill evaluation, setting individualized course goals, and carrying out an individual instruction plan. Chapter 3 focuses on unique needs of handicapped learners and discusses social functioning, classification, equipment adaptation, and employability. Chapter 4, Vocational Assessment for Program Placement of Student, considers determining characteristics of a

vocational program, assessing worker traits, medical information, educational assessment, and vocational skills and work behaviors. Chapter 5 discusses structuring programs, including facilitating the learning process, supportive services, and modification of facilities. Chapter 6 gives suggestions on instructional techniques and methods, including selecting and obtaining materials and specialized teaching strategies. Chapter 7 briefly examines evaluation procedures and provides information on needs assessment and assigning grades. Appendixes include sample staffing reports, list of supportive services, sample instructional materials, and summary of Sections 503 and 504 of the Rehabilitation Act of 1973. (YLB)

ED 191 995 CE 025 929

Sensitizing Vocational Educators to Effective Instructional Strategies to Serve Special Needs Persons. Project Conducted February 28-April 12, 1977. Final Report. Proceedings.

Cleveland State Univ., Ohio.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—123p.; Some pages will not reproduce well due to light type. Participants' names and telephone numbers have been removed from Appendix H. For a related document see CE 025 928.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Techniques, *Disabilities, *Disadvantaged, Instructional Materials, Job Skills, Media Selection, *Mild Mental Retardation, Nontraditional Education, Secondary Education, Skill Development, Special Education, Task Analysis, *Teacher Attitudes, Teacher Effectiveness, *Teaching Methods, Vocational Adjustment, *Vocational Education

Identifiers—Vocational Evaluation

These proceedings contain nine presentations made at a conference to introduce vocational education teachers to effective instructional strategies to serve handicapped and disadvantaged persons. The conference was conducted as an activity of the project, Sensitizing Vocational Education Teachers to Effective Instructional Strategies to Serve Disadvantaged and Handicapped Persons, which focused on the educable mentally retarded student. The first presentation is The Concept, an overview and orientation, which is followed by The Student, a synopsis of four parents' perspectives of the education for the handicapped child. The other presentations are The Implications for Special Education; Vocational Education Alternatives for the Handicapped; Task (Work) Related Competencies; Work Assessment/Work Evaluation (Work Adjustment), including a selected annotated listing of commonly identified work assessment/work evaluation systems; Teaching Strategies; and Instructional Materials. Appendixes include these project materials: an Aptitude Assessment Instrument with description of respondents and analysis of attitude assessment, workshop evaluation form (used at project workshops) with analysis of evaluation responses and conclusions, and reference and selected reading list. (YLB)

ED 191 996 CE 025 936

Harvey, Edward B.
Barriers to Employer Sponsored Training in Ontario. Results of a Field Study.

Spons Agency—Ontario Ministry of Colleges and Universities, Toronto.

Report No.—ISBN-0-7743-4932-8

Pub Date—80

Note—120p.
Available from—Ontario Government Bookstores, 880 Bay St., Toronto, Ontario M7A 1L2 CA (\$3.50)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Apprenticeships, Attitudes, Employer Attitudes, Employers, Government Role, *Industrial Training, *Institutional Characteristics, Interviews, On the Job Training, *Organization Size (Groups), Public Policy, Schools, Skilled Workers, State Surveys, Unions

Identifiers—*Ontario

Results of a field survey of Canadian companies, trade unions, employer associations, educational establishments, and government agencies regarding

the extent and possibilities of employer-sponsored training for workers are compiled in this report. Concentrating on the forty-nine companies in the survey sample, with collateral data from the twenty-one other sources, the report begins in chapter 1 with a statement of the research question and an overview of the project. Chapter 2 provides details of data and methods used in the field survey—sampling, interview schedules, definitions, data gathering, and data analysis. Chapter 3 profiles the forty-nine companies in which interviews were conducted, thirty of which were engaged in employer-sponsored training. It takes into account their size, geographical location, unionization status, and use of government-sponsored training programs. Chapter 4 presents a more detailed analysis of the companies, comparing training and non-training firms on such issues as perceptions of barriers to employer-sponsored training and willingness to assume principal responsibility for training (as opposed to looking to government for training responsibility). Chapter 5 examines interview results on attitudes and experiences of the twenty-one other organizations with regard to employer-sponsored training, and identifies proposals for government action. Chapter 6 reports the principal conclusions. Appendixes contain characteristics of the organizations and interview schedules. (KC)

ED 191 997 CE 025 994

Study on the General Educational Requirements for Access to Vocational Education in the Arab Republic of Egypt. Surveys and Studies in Adult Education.

National Centre for Educational Research, Cairo (Egypt).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-80/WS/6

Pub Date—Sep 79

Note—39p.; For related documents see CE 026 996-998.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, *Admission (School), *Admission Criteria, Apprenticeships, *Developing Nations, Educational Opportunities, Educational Research, Improvement Programs, Postsecondary Education, Program Evaluation, Questionnaires, Refresher Courses, Secondary Education, Technical Education, *Vocational Education

Identifiers—*Egypt

A study analyzed the system of vocational training in Egypt, including school-based and post-school training of different categories of workers at skilled-worker level and craft level. Special attention was given to favorable and unfavorable conditions affecting access to vocational education and training for the benefit of working classes. Systems researched were technical education, apprenticeship, quick (accelerated) training, and skill-upgrading. Desk and field research (interviews and questionnaire) collected data related to education and training of skilled workers, including size of employment and training in the institution, financing training, trainees, curricula, trainers and teachers, methods of training, follow-up, and evaluation. The study determined general educational requirements (cultural levels) required for admission to colleges, institutes, schools, and centers for vocational education; and non-cultural requirements, medical and physical fitness being the most important. It also revealed inadequacies in the technical secondary schools. Two related projects were also studied: the Vocational Graduation Project for young persons, age 12-17, and the Productive Families Project, an economic-social project that helps poor families by providing simple technical, agricultural, and commercial projects for the benefit of poor families. Training programs were found to have quantitative and qualitative shortcomings. (The questionnaire is appended.) (YLB)

ED 191 998 CE 025 996

Khoi, Le Thanh
A Study on the General Educational Requirements for Access to Vocational Education. Progress Report. Surveys and Studies in Adult Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-79/WS/161

Pub Date—23 Jan 80

Note—34p.; For related documents see CE 025 994 and CE 025 997-998.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, *Admission (School), *Admission Criteria, Apprenticeships, *Case Studies, Certification, Comparative Analysis, *Developing Nations, Educational Facilities, Educational Opportunities, Educational Research, Employer Attitudes, Improvement Programs, Job Skills, Postsecondary Education, Refresher Courses, Secondary Education, *Vocational Education

Identifiers—Argentina, Botswana, Egypt, Korea
Based on responses received from Argentina, Botswana, Egypt, and the Republic of Korea, this progress report consists of analyses of the case studies and a comparative survey. Part 1 analyzes the reports of each of the four countries individually. Argentina's report is discussed in terms of its four chapters: General Background, Method of Collecting Information, Vocational Education Programmes under the State Sector, and Vocational Education Programmes under the Private Sector. Discussion of the Botswana report is by its six chapters: Introduction: Objectives and Methodology, Employment and Manual Skills Training, General Background, Vocational Training Institutions, Employers and Manual Skills Training, Trade Testing, and The Self-Employed and Manual Skills Training. Discussion of the Egypt report focuses on four chapters: Introduction and Objectives of the Study, Methods and Procedures, Findings, and Conclusions and Recommendations. The Republic of Korea's report is discussed in terms of its four parts: Problems, Status of Occupational Training, National Skill Certification System, and Suggested Direction of Vocational Education and Training. Part 2 comments on achievement of objectives by these four studies. Areas of focus include existing facilities for vocational education, apprenticeship system, upgrading courses, national certification of skills, and opinions of employers. Seven recommendations are listed. (YLB)

ED 191 999 CE 025 997

Lee, Jeoung-Neun. And Others

Current Status of Vocational Education and Training in the Republic of Korea. Surveys and Studies in Adult Education.

Korean Educational Development Inst., Seoul.

Report No.—ED-80/WS/7

Pub Date—Apr 79

Note—35p.; For related documents see CE 025 994 and CE 025 996-998.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Admission (School), Admission Criteria, *Certification, Curriculum, *Developing Nations, *Educational Innovation, Educational Objectives, Educational Opportunities, Educational Research, Job Skills, Nonformal Education, Postsecondary Education, Schools, Secondary Education, *Vocational Education

Identifiers—*Korea

This report of a study on the status of vocational education and training in the Republic of Korea is divided into four parts. Part 1 describes problems due to the inability of the educational system to keep up with demand for qualified personnel. Part 2 focuses on the status of occupational training in Korea with specific reference to innovative efforts presently being made. A discussion of occupational education includes its objectives, contents of the occupational programme, organizations (formal and non-formal categories), enrollment trends, and entry requirements. Discussion of occupational training covers its status, objectives, contents of occupational training programmes (audience, curriculum, and materials), and organizations. Part 3 concerns the National Skill Certification System and its objectives and structure. Other topics include numbers of fields and certifications and incentives to certified workers. Part 4 outlines five suggested directions of vocational education and training efforts. (YLB)

ED 192 000

Ahmad, N. And Others

General Educational Requirements for Access to

Manual Skills Training in Botswana. Final Report.

Surveys and Studies in Adult Education.

Botswana and Swaziland Univ., Gaborone. University College.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-79-WS/160

Pub Date—Jun 79

Note—121p.; For related documents see CE 025 994 and CE 025 996-997.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Admission (School), Admission Criteria, *Developing Nations, *Educational Opportunities, Educational Research, *Employer Attitudes, Employment Patterns, Job Training, Postsecondary Education, Schools, Secondary Education, *Skill Development, Surveys, *Vocational Education

Identifiers—*Botswana

This report of a study to analyze the problems of access to institutional skills training of the manual work force is divided into five chapters. Chapter 1 introduces the study and explains the work plan and methodology. Chapter 2 discusses patterns of employment and overviews the provision of manual skills training in Botswana. Chapter 3 concerns the special sources of vocational training: the National Centre for Vocational Training, now the Polytechnic; the brigades (which provide training in a particular occupation to primary school-leavers) and the prisons. Specific topics dealing with brigades include entry requirements, fees, provisions of places, personal attributes affecting access, current recruitment and selection procedures, part-time skills courses, provision of new courses and expansion plans, and access to skills training. Chapter 4 examines training opportunities provided by employers and their general attitudes to training. The analysis is divided by deliverer of training: public (government) sector, mining companies, and other private sector companies and businesses. Focuses include recruitment, development of training institutions, and trade testing system. Chapter 5 lists ten recommendations arising from a survey of training institutions and nine from a survey of employers. Appendixes include a description of trade testing and annotated bibliography. (YLB)

ED 192 001

Ratner, Ronnie Steinberg

Report on Wellesley Conference on Equal Pay and

Equal Opportunity Policy in the United States,

Canada, and Western Europe.

Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—Ford Foundation, New York, N.Y.; German Marshall Fund of the United States, Washington, D.C.

Pub Date—May 79

Note—73p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, *Employed Women, *Employment Practices, Employment Problems, *Equal Opportunities (Jobs), Females, Feminism, Flexible Working Hours, Program Implementation, *Public Policy, *Salary Wage Differentials, Sex Discrimination, *Sex Fairness

Identifiers—Canada, Europe (West), United States

After a brief discussion of conference background and structure, these proceedings identify and summarize equal pay and employment policy issues discussed at a four-day working conference of sixty-five people from twelve advanced industrialized countries. Focus is on progress to date and alternative strategies for implementing policies. Strategies discussed include implementing equal employment policy (EEP) as legislation, government regulation, collective agreement, and training programs for women. Specific topics covered include facilitation of equal employment policy in work organizations by the awareness of federal laws and regulations, establishment of goals and timetables for action, development of an EEP policy, analysis of the company's utilization of women, monitoring EEP plans versus results, identification of special problem areas in utilizing women, and changes in personnel practices. Alternative arrangements of working hours, job sharing experiments, and guaranteed paid leaves are examined. The effect

CE 025 998

of the current recession on EEP and the underevaluation of women's work are treated. Issues listed as unresolved are preference for an EEP encompassing short or long-term perspectives, means for EEP implementation, and goals and priorities. The issues of the double burden of the working woman in work and family life, the unionization of working women, and the broadening of EEP goals are examined in greater depth in the conclusion. Statistics on labor force composition, wage gaps and unemployment, and current machinery for EEP implementation are appended. (MN)

ED 192 002

Uzoaru, Ben

The Sociological and Economic Roots of Sex

Discrimination.

Pub Date—[76]

Note—12p.; Preliminary Short Summary of the Full Paper.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Development, *Economic Status, *Educational Discrimination, Enrollment, *Family Role, Females, Role Perception, Sex Bias, *Sex Discrimination, *Sex Role, Socioeconomic Influences

Identifiers—Nigeria

Past studies on economic discrimination against women have dealt with existence and effects. An examination of how origins, nature, and causes of discrimination are socially determined during the pre-industrial stage of economic development focused on the experience of Nigeria as a case study. The existence of a family-oriented system in which the family is an economic unit, the husband is responsible for supporting the family, sons perpetuate the family name, and a scarcity of resources makes boy-biased educational expenditure a rational economic behavior. As income increases this bias decreases and female enrollment increases. Tabulated statistics on sex distribution in school enrollment in Nigeria from 1950 to 1970 affirm this pattern. During a pre-industrial stage with a boy-biased educational system, the labor market only validates the family structure and social values. As an economy develops it becomes less family-oriented and family and social value changes tend to equalize responsibility among individuals regardless of sex. The reality of equal responsibility without equal opportunity means an urgent need for action at the government, employer, and individual levels. Increased availability of adequate training for women coupled with increasing realization of their economic potential is the best road to change. (MN)

ED 192 003

Kim, Jin Eun

Impacts of Research and Development: Vocational

Placement and Follow-up Programs in Indiana.

Technical Report.

Indiana Univ., Bloomington. School of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Apr 80

Grant—SBVTE-63-79-III-4; SBVTE-90-77-III-1

Note—128p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Research, *Followup Studies, *Job Placement, *Program Development, *Program Effectiveness, Program Evaluation, Program Improvement, Regional Schools, Technical Institutes, *Vocational Education, Vocational Followup, Vocational Schools

Identifiers—*Indiana

A project was conducted to study impacts of vocational education research and development with special emphasis on the job placement and followup program in Indiana. The specific objectives were (1) to investigate the impact of R & D projects in vocational education and the conceptual and methodological problems in impact studies, and (2) to conduct a survey on the establishment, operation, and effectiveness of job placement and followup programs. A questionnaire form was developed to survey the status, operational problems, and effectiveness of programs. Forms were mailed to area vocational schools and postsecondary vocational and technical institutions and responses were analyzed. The highlights of the selected impact studies as summarized in this report provide insights into understanding of impacts of the R & D projects in vocational education. More intellectual efforts

CE 026 123

CE 026 121

CE 026 149

are required to solve the conceptual and methodological problems in determining the degree of impacts of R & D projects. The survey reveals the effectiveness of impacts of the placement and followup program upon students' job placement, graduates' followup, business and community, and program improvement, along with its status and operational problems. (Author/CT)

ED 192 004 CE 026 152
Jessup, Roger

Continuation of Assessment and Planning. Final Report.
Mississinewa Community School Corp., Gas City, Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—31 Dec 79

Note—37p.
Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Administrator Role, Definitions, *Educational Planning, Evaluation Methods, Federal Legislation, *Guidelines, *Models, *Needs Assessment, *Program Development, *Vocational Education
Identifiers—Indiana

A project was conducted to develop a technical assistance package to assist state and local policy agencies and schools in needs assessment and planning projects as outlined in the Indiana State Plan for vocational education. Of top priority is the development of instrumentation and a system indicating in measurable terms the job requirements specified by potential employers for which vocational education must provide training. Procedures for accomplishing these goals included development of (1) a philosophy for vocational education program planning, (2) an instruction program for assessment and planning seminars, (3) guidelines for local planning, and (4) a sample fact sheet for area data from a region profile. After consultation with local directors and information analysis in other states, guidelines were prepared, evaluated, and redesigned. Evaluation of the project was based on findings of previously conducted surveys, and procedural validity was judged by local agencies. It is recommended that material included in three appendixes (manuscript for Vocational Education Program Planning, guidelines for local planning, and a sample planning fact sheet) be distributed for statewide use to provide a uniform program development system. (MN)

ED 192 005 CE 026 153

A Career Guidance Curriculum for Ninth Grade Students Enrolled in the Cape May County Career Center. Final Report. Project Duration: July 16, 1979, to June 30, 1980.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—80

Note—21p; Not available in paper copy due to thin, light type. For related documents see CE 026 154-155.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Awareness, Career Education, *Career Exploration, *Career Guidance, *Curriculum Development, *Decision Making, Grade 9, Instructional Materials, Job Skills, *Learning Activities, *Occupational Clusters, Secondary Education, Self Evaluation (Individuals), Teacher Developed Materials, Teacher Improvement
Sixteen instructors who teach the ninth grade career cluster programs at the Cape May County Career Center produced learning activity packets which would constitute the required career exploration and decision-making activities for ninth graders. At a forty-hour workshop conducted during the summer of 1979 they developed fifteen separate but related learning activities for each of eight career cluster programs to be offered at the County Ninth and Tenth Grade Career Center during 1979-80. (The activity learning packets are available separately as CE 026 154-155). On a pre- and post-workshop self-study 85% of the instructors also rated their abilities in curriculum development as "improved significantly." Pre- and post-course evaluations conducted after institution of the learning activity packets demonstrated students' increased career awareness. Eighty percent of the students were able to name at least ten jobs within

each occupational cluster. Students also showed a 98% increase in evaluation of themselves as decision-makers by describing the specific steps which resulted in their course selection for grade 10. At the conclusion of the students' tenth-grade year in 1980 rate of reduction in drops and transfers will be assessed. Dissemination activities and strategies to eliminate sex bias and sex role stereotyping were also part of the project. (YLB)

ED 192 006 CE 026 154

A Career Guidance Curriculum for Ninth Grade Students. Occupational Cluster Learning Activities. Business-Environmental. Part 1 of 2. Ninth Grade Guidance Project. Project Duration: July 16, 1979, to June 30, 1980.

Cape May County Vocational Schools, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—[80]

Note—191p; For related documents see CE 026 153 and CE 026 155.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Building Trades, *Career Awareness, Career Education, Career Exploration, Career Guidance, Communications, Curriculum, Data Processing Occupations, Evaluation Criteria, Evaluation Methods, Forestry Occupations, Grade 9, Job Skills, Learning Activities, *Mass Media, Objectives, *Occupational Clusters, *Off Farm Agricultural Occupations, Office Occupations, Photography, *Sales Occupations, Secondary Education
Identifiers—*Environmental Occupations, Fishers, Marine Technology

This first of two parts presents learning activities for four occupational clusters of a ninth-grade cluster program. It contains theory and hands-on activities that explore the occupational requirements and working environment of these areas to help students make intelligent decisions of possible career choices based on levels of interest and ability. The necessary mathematics, applied science, and English are included as related subject areas. The four occupational clusters and (at least) six basic occupational areas within each occupational field included here are (1) business and distributive occupations (accountant/bookkeeper, hotel/motel manager, business manager, retailer, data processor, secretary), (2) communications and media occupations (commercial artist, graphics worker, media technician, photographer, radio and television announcer, set manager), (3) construction occupations (cabinetmaker/carpenter, fiberglass industry worker, furniture finisher/rebuilder, mason, painter/decorator, surveyor), and (4) environmental occupations (commercial fisherman, horticulturist, environmental health technician, marine technician, forestry technician, wetlands manager). Each cluster lists goals and objectives and then is divided into the occupations. Each occupation section contains a chart listing related learning activities, student activities; tools, equipment, materials; time required; and evaluation. The learning activities follow. (YLB)

ED 192 007 CE 026 155

A Career Guidance Curriculum for Ninth Grade Students. Occupational Cluster Learning Activities. Health-Technical. Part 2 of 2. Ninth Grade Career Guidance Project. Project Duration: July 16, 1979, to June 30, 1980.

Cape May County Vocational Schools, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—[80]

Note—212p; For related documents see CE 026 153-154.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Allied Health Occupations, Auto Mechanics, *Career Awareness, Career Education, Career Exploration, Career Guidance, Child Care Occupations, Curriculum, Drafters, Electrical Occupations, Electronic Technicians, Evaluation Criteria, Evaluation Methods, Food Service Occupations, Grade 9, *Health Occupations, Job Skills, Learning Activities, *Mechanics (Process), Metal Working, Needle Trades, Objectives, *Occupational Clusters, Occupational Home Economics, Paraprofessional Personnel, Plumbing, Refrigeration Mechanics, Secondary Education, *Service Occupations, Skilled Occupations,

*Technical Occupations, Welding

This second of two parts presents learning activities for four occupational clusters of a ninth-grade cluster program. It contains theory and hands-on activities that explore the occupational requirements and working environment of these areas to help students make intelligent decisions of possible career choices based on levels of interest and ability. The necessary mathematics, applied science, and English are included as related subject areas. The four occupational clusters and (at least) six basic occupational areas within each occupational field included here are (1) health occupations (child care assistant, medical assistant, dental assistant, nurse, hospital technician, therapist/inhalation/occupational/physical), (2) mechanical occupations (air conditioning and refrigeration, plastics worker, automotive trades worker, plumber/heating worker, mechanical electrical repairer, welder/metal worker), (3) service occupations (beautician, hospitality manager, cook/baker, hotel/motel maintenance worker, dressmaker/fashion designer, upholsterer), and (4) technical occupations (automotive technician, architectural and machine draftsman, communications technician, electronics technician, computer technician, operating technician). Each cluster lists goals and objectives and then is divided into the occupations. Each occupation section contains a chart listing related learning activities; student activities; tools, equipment, materials; time required; and evaluation. The learning activities follow. (YLB)

ED 192 008 CE 026 178

Allen, Robert W. Foster, Robert R.

Washington State Public Service Employment:

Training and Transition Project. Final Report.

Productivity Assoc., Vashon, Wash.

Spons Agency—Washington State Employment

Dept., Olympia. Employment and Training Div.

Pub Date—Jun 80

Note—85p; Parts of some pages may not reproduce well due to thin type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education, Career Planning, *Economically Disadvantaged, *Educational Opportunities, *Education Work Relationship, Employers, Employment Potential, *Employment Programs, Evaluation, *Federal Programs, Job Skills, *Job Training, Participation, Postsecondary Education, Skill Development, Surveys, Unemployment, Vocational Education, Work Experience Programs

Identifiers—Comprehensive Employment and Training Act, *Public Service Employment, Washington

A project reviewed and assessed the scope and availability of Public Service Employment (PSE) participant training. It explored alternatives on how training resources can be utilized and best administered to maximize participant transition to unsubsidized employment. Project phases were program administrator interviews, employing agency and participant surveys, and assessment workshops. It was found that traditional resources (community college, vocational-technical schools, and continuing education programs) are valuable but not sufficient to meet training demands. Special structured training and apprenticeship programs should be developed. PSE participants need skill development training directly related to a realistic transition plan or career goal. All key people should be involved in developing an Employability Development Plan comprised of a strong skill and career assessment program leading to a training plan. The role of employing agencies in training should be expanded. The Average Annual Wage Restriction has redirected PSE as a training program serving the most needy. PSE training and work experience should be coordinated with private sector labor market needs. Difficulties exist in rural areas and in prime sponsor adjustment to regulation changes. Recommendations to policy makers were also formulated. (Appendixes, amounting to over one-half of the report, include interview and survey results and workshop discussion summary.) (YLB)

ED 192 009 CE 026 212

Wasydyke, Raymond G. And Others
Providing Students in Nonprofit Private Schools with Access to Publicly Supported Vocational Education Programs. Final Report.

Educational Testing Service, Princeton, N.J.
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 Bureau No.—498AH80047
 Pub Date—Apr 80
 Contract—300-78-0595
 Note—91p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
 Descriptors—*Access to Education, *Change Strategies, *Cooperative Programs, Definitions, Educational Cooperation, Educational Finance, Educational Legislation, *Federal Legislation, Institutional Cooperation, *Private Schools, Program Implementation, Public Education, Statistics, *Vocational Education
 Identifiers—*Vocational Education Amendments 1976

A project was conducted to increase participation of students enrolled in nonprofit private schools in vocational programs funded under the Vocational Education Amendments of 1976 (P.L. 94-482). Objectives were (1) to identify factors facilitating private student access to vocational programs, (2) to develop and field test implementation procedures for state and local agencies, and (3) to disseminate this information to state and local vocational program administrators. Practices used to implement P.L. 94-482 were identified through field studies in nine states, classified, and used in developing a videotape presentation which was disseminated along with related materials during workshops for state and local education agency staff responsible for implementing the amendments. Research revealed that cooperative relations between private and public institutions are impeded by structural, philosophical, attitudinal, communication, and administrative barriers including the absence of accurate data bases, poor communications network among private and public institutions, state policies discouraging joint public and private programs, and traditional antipathy between public and private school administrators. Recommendations for improving private school student access to vocational programs include expanding provisions of the law to include all federally funded vocational programs, joint planning at all government levels, and development and dissemination of information about model cooperative programs. (MN)

ED 192 010 CE 026 217

Ricci, Anthony, Jr.
A Study of the Educable Mentally Retarded in a Multi-Occupational Program.

State Univ. of New York, Utica. Coll. of Technology.
 Pub Date—[79]
 Note—58p.

Pub Type—Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Adults, *Career Awareness, Career Exploration, Career Guidance, Definitions, Federal Legislation, *Mild Mental Retardation, Needs Assessment, *Occupational Clusters, *Prevocational Education, Questionnaires, *School Role, Secondary Education, *Special Education, Special Programs, Student Characteristics, Student Needs, Youth
 Identifiers—Oneida Consolidated School District NY

Although educable mentally retarded (EMR) students exhibit deficiencies in general intellectual functioning and adaptive behavior, they, like other children, need successful school experiences and a vocation. They can develop personal and social skills necessary to obtain and hold jobs. Federal legislation has made career preparation of EMR students a concern of vocational education. The hands-on learning provided in vocational education and its relationship to the world of work make vocational education the best place for EMR students seeking job entry skill. Specific EMR student prevocational and vocational training needs must be assessed. A study sought to determine the success of the Oneida County (New York) prevocational multi-occupational training program in helping EMR students enter regular occupational programs, regular work experience programs, or full-time employment. Analysis of data from a questionnaire given to Oneida County teachers of EMR students reveals

that 89 percent of the program's seventeen students entered a regular vocational program. Questionnaire-based recommendations include better preparation of EMR students to tolerate failure, acquaintance of students with various available jobs and agencies that help with job training and placement, and an attempt to get more guidance and evaluation help from outside sources. (MN)

ED 192 011 CE 026 245

Jako, Katherine L. And Others
Evaluating Nursing Education: A Research Manual.

California State Coll.-Sonoma, Rohnert Park. Dept. of Nursing.
 Spons Agency—Public Health Service (DHEW), Arlington, Va.
 Pub Date—[79]
 Grant—1-D10-NU-29044-01
 Note—130p.

Available from—National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161 (HRP 0900626, \$10.00)

Pub Type—Guides - Non-Classroom (055) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, Data Analysis, Data Collection, Higher Education, Information Dissemination, Longitudinal Studies, *Nursing Education, *Program Evaluation, Reports, *Research Design, *Research Methodology, Technical Writing, Vocational Education

Identifiers—*National Second Step Project, Sonoma State University CA

This manual details a research design for the longitudinal and comparative evaluation of nursing education currently being conducted by the National Second Step Project at Sonoma State University. Chapter 1 describes the purpose, background, and context and substance of the Second Step model. Chapter 2 considers the design of a multicampus evaluation research approach in terms of the survey population and sample, objectives, setting a timetable, and adopting a methodological approach. In chapter 3 the evaluation methodology is detailed with regard to sources of information and data collection tools and techniques (standardized tests, project-designed instruments, and observations and document review). Chapter 4 outlines evaluation procedures as they pertain to data collection, data processing, providing feedback to participants, and communication and decision making. The focus of chapter 5 is analysis with particular attention given to qualitative and quantitative data analysis, data validity and reliability, and data synthesis and interpretation. Chapter 6 concentrates on planning, writing, editing, and disseminating the final evaluation report. (A prospectus is appended.) (YLB)

ED 192 012 CE 026 248

Duffy, N. Ed. And Others
Education and the World of Work. The Annual Conference of the Australian College of Education (20th, Perth, Western Australia, 1979).

Australian Coll. of Education, Carlton, Victoria.
 Pub Date—80

Note—234p.
 Pub Type—Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Education, Career Guidance, Curriculum Evaluation, *Education Work Relationship, Employed Women, *Employment Potential, Futures (of Society), Job Satisfaction, Job Skills, Nontraditional Education, Postsecondary Education, Secondary Education, Social Status, Student Characteristics, *Technological Advancement, Unemployment, Values, *Vocational Adjustment, *Work Attitudes, *Youth Employment

Identifiers—*Australia, Link Courses

A selection of papers presented at the Twentieth Annual Conference of the Australian College of Education, this delineates the present philosophies of education and work, and their connection, and suggests how some of these ideas are changing and must change to fit the society of the future. Part 1 presents twelve papers organized loosely under three themes: "The Changing World of Work," "The Individual and the World of Work," and "Education and the World of Work." Selected comments from group discussions and conference reviews also are presented. Part 2 examines the subthemes "From School to Work," "Post-School

Education," and "Career Education" via five papers selected from the many submitted. A list of contributors with vitae is included. (KC)

ED 192 013 CE 026 250

Rand, Margaret
Designing an Adult Education Program.

Pub Date—Jul 76
 Note—44p.
 Pub Type—Information Analyses (070) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Qualifications, Adult Basic Education, *Adult Education, Adult Educators, Adult Students, Counselor Role, *Curriculum Development, Educational Objectives, High School Equivalency Programs, Learning Experience, Needs Assessment, *Program Development, Program Evaluation

Identifiers—Houle (Cyril O), Knowles (Malcolm S), Tyler (Ralph W)

Intended for planners of adult education curriculums, this literature review explains the concepts involved in designing an adult education program, provides information about the roles of the people involved in the adult education process, cites some program planning models, and applies the program planning principles to an Adult Basic Education (ABE) and a General Educational Development (GED) program. Part 1 of the report tells how to ascertain the needs and interests of adult learners, formulate educational objectives, develop a curriculum and learning experiences to meet those needs, and evaluate how the objectives have been met. Part 2 examines the people in adult education: learner characteristics, teacher training and traits, qualifications and duties of the administrator/director of adult education, and the counselor's role. With diagrams, part 3 examines four programming models: Tyler's general design for analyzing an educational curriculum; Houle's system of education specifically for adults; Knowles's concept of program development based on "andragogy" (instruction of adults rather than of children), and an English as a Second Language/Adult Basic Education needs-based model. Part 4 describes the program in Forest Lake, Minnesota, applying the needs-based model to the ABE program and Houle's model to the GED program. (KC)

ED 192 014 CE 026 256

Assistant Drivers Trainee Study Guide, New York State School Bus Driver Training Program.

New York State Education Dept., Albany.
 Pub Date—80

Note—146p.; For a related document see CE 026 257.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Vocational Education, Attitude Change, Behavioral Objectives, Bus Transportation, *Disabilities, *Driver Education, *First Aid, Responsibility, *School Buses, Service Occupations, Student Behavior, *Students, *Student Transportation, Study Guides

Identifiers—*Bus Drivers, New York

This assistant drivers trainee study guide is designed for use by students in a school bus driver instruction program as a preclass assignment, a textbook/notebook during instruction, and a reference book after instruction. A companion instructor's guide is available separately—see Note. The guide is divided into five units: (1) Developing a Positive Attitude toward Handicapping Conditions, (2) Who are the Children with Handicapping Conditions, (3) Responsibilities of the School Bus Transportation Team, (4) Behavior Management Techniques, and (5) First Aid. Each unit contains the following: table of content, statement of objectives, complete textual outline of the necessary content material trainees must learn to accomplish the objectives, a column for trainee's notes beside the text material, and unit review questions. (YLB)

ED 192 015 CE 026 257

Rogers, R. Delano
Assistant Drivers Instructor's Manual, New York State School Bus Driver Training Program.

New York State Education Dept., Albany.
 Pub Date—80

Note—153p.; For a related document see CE 026 256.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Vocational Education, Attitude Change, Behavioral Objectives, Bus Transportation, *Disabilities, *Driver Education, *First Aid, Guidelines, Responsibility, *School Buses, Service Occupations, Student Behavior, *Students, *Student Transportation
Identifiers—*Bus Drivers, New York

This assistant drivers instructor's manual for a school bus driver instructional program accompanies a student study guide—see Note. The manual is divided into five units: (1) Developing a Positive Attitude Toward Handicapping Conditions, (2) Who Are the Children with Handicapping Conditions, (3) Responsibilities of the School Bus Transportation Team, (4) Behavior Management Techniques, and (5) First Aid. Each unit contains the following: table of contents, statement of objectives, complete textual outline of the necessary content material trainees must learn to accomplish the objectives, complete instructor's guidelines, and unit review questions. Answers to the unit review questions are presented in a block at the end. (YLB)

ED 192 016 CE 026 260

Watson, Malcolm W.

Competence Motivation and Children's Free-Play Preferences.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Spencer Foundation, Chicago, Ill.

Pub Date—Sep 79

Note—27p.; Parts of this paper were presented at the meetings of the American Psychological Association (New York, September 1979).

Pub Type—Opinion Papers (120) — Speeches-/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, *Children, Children's Games, *Cognitive Ability, Cognitive Development, *Competence, *Motivation, *Play, Preschool Education, Selection, *Skill Development, Skills

Identifiers—*Choice Behavior

Researchers have studied both competence levels and competence motivation in children. Competence motivation is usually assessed in terms of children's spontaneous preferences for optimal cognitive challenge, but actual spontaneous preferences in free play have seldom been used to assess motivation. In fact, competence level and competence motivation are inseparable since motivation, as it relates to spontaneous preferences, must be assessed by comparison with measures of skill (competence) level. Three experiments assessed children's preferences and demonstrated how they and skill levels could be compared: The Development of Agent Use, The Development of Social-Role Concepts, and The Development of Agent Use and Role Concepts. Results showed that as age increased preschool children showed more preferences for tasks at lower levels than their highest possible skill levels. Reasons included (1) more freedom in choice of activities and content, (2) increasing complexity of free play, (3) use of play as escape or rest from school and other demands, and (4) competence to choose when to meet a challenge and tax one's skills and when to save one's energy and not meet challenges. It was concluded that caution is needed in assuming that children's competence motivation is reflected in spontaneous preference for optional optimal cognitive challenge. (Author/YLB)

ED 192 017 CE 026 302

Thornton, L. Jay And Others

Cosmetology Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education; Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—117p.; For related documents see CE 026 303 and CE 026 374-376.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case (Grammar), *Cloze Procedure, Content Area Reading, *Corrective Reading, *Cosmetology, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, *Readability, Readability Formulas, Reading Comprehension, *Reading Difficulties, Reading Skills, Secondary

Education, Teaching Methods, *Vocational Education

Identifiers—SQ4R Method

Cosmetology Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to cosmetology instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for how to collect samples and how many samples to collect. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB)

ED 192 018 CE 026 303

Thornton, L. Jay And Others

Medical Assisting Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education; Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—130p.; For related documents see CE 026 302 and CE 026 374-376.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Allied Health Occupations Education, Case (Grammar), *Cloze Procedure, Content Area Reading, *Corrective Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, *Medical Assistants, Postsecondary Education, *Readability, Readability Formulas, Reading Comprehension, *Reading Difficulties, Reading Skills, Secondary Education, Teaching Methods, Vocational Education

Identifiers—SQ4R Method

Medical Assisting Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to medical assisting instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for method and number of samples to collect. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB)

ED 192 019 CE 026 310

Beasley, Georgia Blair, Comp.

Home Economics: An Annotated Bibliography.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education; Mississippi State Univ., Mississippi State. Coll. of Education.

Pub Date—79

Note—531p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Clothing Instruction, Consumer Education, Cooking Instruction, Cooperative Education, Curriculum, Curriculum Guides, Day Care, Disabilities, Elementary Secondary Education, *Family Life Education, Food Service, Foods Instruction, *Home Economics, *Home Economics Education, Home Economics Skills, Home Furnishings, Homemaking Skills, *Housing, Inservice Teacher Education, Instructional Materials, Interior Design, Needle Trades, Nutrition Instruction, Occupational Home Economics, Parenthood Education, Postsecondary Education, *Professional Development, Sewing Instruction, Teaching Guides, Vocational Education

This annotated bibliography is an attempt to provide a fairly extensive listing of available resource materials related to home economics. It does not attempt to include materials listed in readily available catalogs produced by commercial sources, government agencies, or other agencies which normally supply their lists to teachers. The approximately 500 entries are divided into eight sections: comprehensive, child care, clothing, consumer education, family living, foods, housing, and professional development. Each section begins with an alphabetical title breakdown. The format for each resource is as follows: title, type material, intended user, cost, catalog number, date, publisher and address, and description. Two appendices, found at the beginning, include tips for using the bibliography and instructions for ordering materials. (YLB)

ED 192 020 CE 026 311

Beasley, Georgia Blair, Comp.

An Activities Handbook for Child Care: Science.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education; Mississippi State Univ., Mississippi State. Coll. of Education.

Pub Date—79

Note—87p.; For a related document see CE 025 925.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Guides, Day Care, *Elementary School Science, Instructional Materials, *Learning Activities, Lesson Plans, *Occupational Home Economics, Preschool Education, Resource Materials, Science Activities, *Science Education, Secondary Education, Visual Aids

Designed for both the home economics teacher as a reference in planning a science unit in the child care curriculum, and for the student of child care as a resource for planning science activities, this handbook contains six units for teaching science to preschool children. Five of the units teach through imaginative finger plays and songs, and all contain learning activities to help children explore their world through touching, tasting, observing, and investigating. Some activities provide practice in classroom skills, while others encourage creativity by the students. Topics covered include: Understanding the Body, Seasons/Weather, Animals, Plant Power, Machines and Tools, and Force and Pressure. Visuals for bulletin board or projector occur throughout the units. Appendices contain suggested science resources including records, pictures, films and filmstrips, and children's science books; a plan for a discovery center; a list of free or inexpensive science materials; suggestions for teaching science activities; a blank activity plan form; and an instructor checklist for a science presentation. A bibliography is also included. (KC)

ED 192 021 CE 026 340

Scanlan, Thomas J. And Others

Methods and Materials for Entrepreneurship Education Project (MMEP). Phase III Report.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Jun 80

Contract—R-31-30-D-0415-131

Note—174p.; Not available in paper copy due to light print. For related documents see ED 164 806 and CE 026 435-437.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Administration, *Business Education, Business Skills, Curriculum Development, *Curriculum Evaluation, Curriculum Research, *Field Tests, *Instructional Materials, *Material Development, Postsecondary Education, Program Implementation, Program Validation, Publicity, Two Year Colleges, Vocational Education

Identifiers—*Entrepreneurs

After a summary of accomplishments of phases I and II of the Methods and Materials for Entrepreneurship Education Project (identification of entrepreneurship skills and development of curriculum materials designed to develop these skills in community college level courses), this phase III report describes field testing, revision, and publication of the curriculum materials. Revision and reorganization of the materials into three volumes on learning entrepreneurship skills, applying them, and supplementary materials are discussed. After mention of student assessment and printing and binding of the materials, contents of the volumes are discussed. Following a discussion of adaptations of the materials for use in settings other than community colleges and for purposes other than preparing people to become self-employed, procedures for establishing an approved course at Illinois community colleges are presented. Preliminary dissemination and implementation activities are outlined as a prelude to phase 4 which will include summative evaluation. The major appendix is the formative evaluation report (60 pages) describing pilot and main field tests at four Illinois colleges. Another appendix (45 pages) contains pre-designed projects for human service occupations developed by one teacher who adapted the entrepreneurship materials for training human service paraprofessionals. (MN)

ED 192 022 CE 026 365

Roan, Zobeida R.

Multicultural Ethnic Total Person Development for the Limited English Proficient, 1979-80. Final Report, July 1, 1979 through January 30, 1980.

Center for Occupational Education Experimentation and Demonstration, Newark, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date—80

Note—92p. Sponsored by the Division of Vocational Education and Career Preparation.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), Adult Vocational Education, Basic Skills, *Bilingual Education, Community Education, Community Programs, Daily Living Skills, *English (Second Language), English Instruction, High School Equivalency Programs, Job Skills, *Leadership Training, Moral Values, Non English Speaking, Postsecondary Education, Secondary Education, *Second Language Instruction, Social Values, Spanish, Spanish Speaking, *Vocational Education

Identifiers—*Limited English Speaking, New Jersey (Newark)

A total person-concept program combined the development of vocational, communication (English), living, and leadership skills in persons of limited English proficiency. The program, which included vocational, English language, and leadership development classes, had as its objective providing participants with new experiences to develop career/vocational skills and upgrade social and moral values for a better psychosocial adjustment in the community. Courses in Basic Skills, English as a Second Language, High School Equivalency, and Spanish as a Second Language were offered at the Roberto Clemente Community Education program, while vocational courses were offered at the Center for Occupational Education Experimentation and Demonstration (COED). Over 400 monolingual Spanish and English and bilingual persons participated. Ages ranged from twelve to fifty-eight. Findings indicated a need for these programs in the Greater Newark area and for bilingual teachers. It was shown that the learning of a trade can be used simultaneously as a tool to teach more English. (Extensive appendices include a competency profile for vocational teachers instructing limited-English or non-English speaking students, English/Spanish glossaries of medical and automobile and automo-

bile-repair terminology, and an English/Spanish Student Career Interest Profile.) (YLB)

ED 192 023 CE 026 374

Thornton, L. Jay And Others

Trade and Industrial Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education; Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—126p. For related documents see CE 026 302-303 and CE 026 374-376.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case (Grammar), *Cloze Procedure, Content Area Reading, *Corrective Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, *Readability, Readability Formulas, Reading Comprehension, *Reading Difficulties, Reading Skills, Secondary Education, Teaching Methods, *Trade and Industrial Education, Vocational Education

Identifiers—SQ4R Method

Trade and Industrial Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to trade and industrial education. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for collecting samples and how many to collect. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB)

ED 192 024 CE 026 375

Thornton, L. Jay And Others

Data Processing Reading Strategies. 1980 Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education; Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—143p. For related documents see CE 026 302-303 and CE 026 374-376.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Business Education, Case (Grammar), *Cloze Procedure, Computer Science Education, Content Area Reading, *Corrective Reading, *Data Processing, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, *Readability, Readability Formulas, Reading Comprehension, *Reading Difficulties, Reading Skills, Secondary Education, Teaching Methods, Vocational Education

Identifiers—SQ4R Method

Data Processing Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to data processing instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for collecting samples and how many to collect. Section 2 briefly describes the Cloze procedure and its usefulness as

a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB)

ED 192 025 CE 026 376

Thornton, L. Jay And Others

Carpentry Reading Strategies. Vocational Reading Series.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education; Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—125p. For related documents see CE 026 302-303 and CE 026 374-375.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cabinetmaking, *Carpenters, Case (Grammar), *Cloze Procedure, Content Area Reading, *Corrective Reading, Directed Reading Activity, Job Skills, Learning Activities, Learning Disabilities, Postsecondary Education, *Readability, Readability Formulas, Reading Comprehension, *Reading Difficulties, Reading Skills, Secondary Education, Teaching Methods, *Trade and Industrial Education, Vocational Education, Woodworking

Identifiers—SQ4R Method

Carpentry Reading Strategies is one of five instructional guides in the Reading Strategies in Vocational Education Series. Developed to assist teachers working with students considered disadvantaged because of reading deficiency, the guide contains several strategies, suitable for adaptation, specifically related to carpentry instruction. Each of six sections into which the guide is divided contains informational material and extensive examples and exercises. Section 1 concerns readability and gives procedures and guidelines for how many samples to collect and how to collect them. Section 2 briefly describes the Cloze procedure and its usefulness as a reading test and as a teaching technique for the theory of case grammar. The following four sections each present a set of important reading skills: Basic Vocabulary Skills, Paragraph Comprehension, SQ4R (Survey, Question, Read, Record, Recite, Review), and Recognizing and Recording Complex Information. Each skill is broken down into segments requiring no more than 5-10 minutes of class time every other day. Homework utilizes text assignments normally required. Following individual skill discussions is the part, Textbook Application, where each skill is applied to the course's own textbook. Each section ends with additional suggestions for teaching the new skills. (A time frame is provided for teaching the skills.) (YLB)

ED 192 026 CE 026 396

A Systems Approach to the Planning and Development of Effective Volunteer Programs.

Florida State Office of Volunteerism, Tallahassee. Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date—[80]

Note—70p. Some pages will not reproduce well due to light print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Policy, Administrative Principles, Administrator Responsibility, Adult Education, Adults, Management Systems, Needs Assessment, Personnel Management, Policy Formation, *Program Administration, *Program Development, Recruitment, Staff Orientation, Staff Utilization, Supervision, Training Methods, Volunteers, *Volunteer Training

Designed to help public and private agencies organize a successful volunteer program, this guide begins with a discussion of the development of successful management techniques for use in the planning, implementation, and operation of volunteer services. Elements of structuring volunteer objec-

tives, developing agency rationale for volunteer services, and establishing agency volunteer policy and program structure are outlined. Provided is a model operating policy covering (1) types of volunteer services; (2) administrative responsibility; (3) staff orientation to volunteers; (4) volunteer job development, recruiting, screening, job matching, orientation, job training, and supervision; (5) records, program monitoring, and accountability; (6) confidentiality and other rules for volunteers; and (7) guidelines and standards for staff supervising volunteers. Implementing accountability systems, orienting staff to volunteer concepts, developing volunteer tasks that meet client needs, and staffing and resource allocation are examined in greater detail. In a discussion of developing effective volunteer recruiting systems factors affecting recruiting success and specific recruiting methods are covered. Issues addressed in the next section are establishing volunteer screening, matching, orientation, and pre- and inservice job training. Development of volunteer supervisor requirements is outlined. (MN)

ED 192 027 CE 026 397

Barabe, Rosemeri, Comp. And Others

310 Individualized Teacher Practicum. Final Report, 1979-80.

Scottsdale Adult Learning Center, Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix; Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—93p; Some pages will not reproduce well due to light and broken type.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, *English (Second Language), *High School Equivalency Programs, *Inservice Teacher Education, *Instructional Materials, *Practicums, Program Effectiveness, Teacher Education, Teaching Methods

Identifiers—Scottsdale Adult Learning Center AZ
Objectives and program descriptions are presented for the Scottsdale Adult Learning Center (Arizona) which in 1979-80 conducted a number of practicum for adult educators on individualized techniques, Adult Basic Education (ABE), High School Equivalency (GED), and English as a Second Language (ESL). First described is a paid internship program for 113 teachers designed to familiarize them with materials and method in adult education including both classroom and individualized instruction. Described next are the ABE and GED practicum background, procedure, and evaluation. The ESL practicum background, procedures, and evaluation are then presented. Follow-up inservice workshops, agency participation, teaching packets, and plans for future services are outlined. Reproduced in an appendix constituting two-thirds of the document are the ABE, GED, and ESL packets used in the practicum. A diagnostic process for beginning readers, a scope and sequence chart for beginning reading skills, Wilson's Essential Vocabulary List, and a list of suggested ABE materials comprise the ABE packet. The GED packet contains a student record sheet, information on test-taking techniques, sample study guides, a GED math placement test, and suggested pre-GED and GED materials. The ESL packet includes an ESL teacher check list, a John Test Administration Manual, an annotated bibliography of ESL materials for individual and group use, an outline for participant use in organizing open discussion ideas, and an ESL practicum evaluation. (MN)

ED 192 028 CE 026 399

Davis, Jayne H.

Strategies for Broadening the Scope of Career Choices for Females and the Handicapped. Implementation Project in Career Education.

Abbeville County School District 60, S.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 80

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Awareness, Career Choice, *Career Education, *Disabilities, *Exceptional Persons, *Females, *Program Development, Sex Fairness

This guide contains suggestions to assist those

who want to strengthen the sex fairness as well as physical fairness in their curriculum through career education. Included in this guide are (1) an outline of steps for developing strategies for career choices for females and the handicapped; (2) a survey to assess the sex-role awareness of students; and (3) strategies for broadening the scope of career choices for females and the handicapped. An annotated bibliography and sample activity are appended. (BM)

ED 192 029

CE 026 401

Lupidi, Helena R.

A Comparative Analysis of the Factors Associated with Career Aspirations of Brazilian Students by Sex and Grade Level.

North Carolina Agricultural and Technical State Univ., Greensboro.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—76

Contract—AID/ta-G01453

Note—28p; Not available in paper copy due to broken type. Paper presented at the Rural Sociological Society Annual Meeting (Ithaca, NY, August 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Cultural Differences, Elementary Secondary Education, *Family Influence, Females, Foreign Countries, Grade 5, Grade 9, Males, Models, National Surveys, *Occupational Aspiration, Peer Influence, *Sex Differences, Sex Role, *Socioeconomic Status, *Student Educational Objectives, Teacher Influence

Identifiers—*Brazil, Wisconsin Model and Status Attainment

Sex-related variations in the formation of educational and occupational aspirations of fifth and ninth grade Brazilian boys and girls were assessed via comparison of their academic performance, level of occupational and educational goals, and about the influence of family, peers, and teachers in shaping these goals. Data were collected on 1,950 students in four counties representing great differences in patterns of settlement and economics. The Wisconsin Model of Status Attainment (modified by inclusion of the variables sex and parents' education level and occupation) served as a point of departure. Other variables included socioeconomic status, academic performance, and influence of others. Data indicated (1) grade level is related to occupational and educational aspiration level; (2) sex is related to occupational but not educational goal level; (3) academic performance is not related to either goal; (4) acquaintances affect educational goals positively; (5) socioeconomic level affects male occupational aspirations more than female ones. Results suggest that the Wisconsin Model does not fit Brazilian data well. Recommendations call for more accurate measures to approximate Latin American social and cultural milieu, comparative analysis of societal norms defining allocation of occupational status, improved accuracy of scholastic ability indicators, and documentation of percentages of women in higher educational and occupational positions. (MN)

ED 192 030 CE 026 421

South Carolina Job Placement Services Effectiveness Survey. Final Technical Report.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—Mar 80

Note—314p; Sections may not reproduce well due to colored paper.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Administrator Attitudes, Employment Counselors, Employment Services, *Guidance Programs, High School Students, *Job Placement, *Program Effectiveness, School Counselors, Secondary Education, Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, State Surveys, Student Attitudes, *Student Employment, Teacher Attitudes, Vocational Education, Vocational Education Teachers

Identifiers—South Carolina

A survey was conducted to determine the effectiveness of job placement services provided to secondary vocational students in South Carolina high schools and vocational centers, to identify characteristics of effective placement service programs,

and to identify efforts made by schools to overcome sex bias. Survey instruments consisting of a variety of question formats were designed and administered to teachers (1,000), administrators (277), students (1,000), and counselors (524). Variables considered included school size and type, vocational experience, sex, age, educational level, racial/ethnic background, and student employment status. Data summaries, frequency distributions determining the percent of respondents selecting particular question categories, and means and standard deviations calculations were performed. Respondent perceptions indicated a need for improved job placement services and revealed that vocational education programs offer limited or no job placement services to adult vocational students. Both faculty and students indicated the existence of some sex-role stereotyping. Recommendations included local and state efforts to provide goals and structures for job placement services, establishment of an advisory committee, development of model programs, development of an affirmative sex-equity program, inservice vocational education programs, and the implementation of strategies for encouraging students to pursue nontraditional careers. (Appendixes, constituting two-thirds of the document, contain survey statistics, objectives, and instruments.) (MN)

ED 192 031

CE 026 433

Glick, Georgia S. Upton, Linda Kulow

Techniques for Eliminating Sex Discrimination from Vocational Education: An Instructor's Guide for Culinary Arts.

Minuteman Regional Vocational Technical School, Lexington, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date—Sep 79

Note—122p; Contains light print.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Classroom Techniques, Food Service Occupations, *Instructional Improvement, *Occupational Home Economics, Postsecondary Education, School Shops, Secondary Education, Self Concept, Sex Bias, Sex Differences, Sex Discrimination, *Sex Fairness, *Student Attitudes, Teacher Improvement, Teaching Methods, *Textbook Bias, Textbook Evaluation

Identifiers—Massachusetts

This instructor's guide addresses issues of sex bias as they occur in the shop area of the Culinary Arts Program. The first part gives general background by discussing sex discrimination and schools and course enrollments by sex and the Culinary Arts shop at the Minuteman Regional Vocational Technical School, Massachusetts. A second, and much larger, part focuses on strategies (developed at Minuteman) to overcome the effects of sex bias. It describes three focuses of the plan of action: Culinary Arts instructional materials, students' self concepts and biases, and instructor's shop management. Three sections discuss activities undertaken. The first section describes procedures used to review department textbooks, reports findings, and outlines strategies to counteract bias. The second focuses on the survey of students' attitudes and sex differences and reports major findings and conclusions. The third section concerns the self-examination of instructors' actions in the shop and lists strategies for seven aspects of the curriculum. A checklist follows, which is both a summary of manual highlights and an instrument for self-monitoring. Extensive appendixes provide relevant articles and materials, including checklists for evaluating materials, analyses of textbooks, student survey, and selections from "Guidelines for Sex-Fair Vocational Education Materials." (YLB)

ED 192 032

CE 026 444

Christensen, Paul R.

Adult Education Programs in the Pacific Territories: Assessment Issues.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Development Associates, Inc., Arlington, Va.

Pub Date—Jul 80

Note—45p; Appended maps will not reproduce well.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, *Adult Education, *Adult Programs, Cultural Differences, Educational Assessment, Educational Needs, Educational Objectives, *Evaluation Criteria, Evaluation Methods, *Federal Aid, *Federal State Relationship, Program Administration, *Program Evaluation, Surveys

Identifiers—Adult Education Act 1969, American Samoa, Guam, *Pacific Islands, Pacific Trust Territory (Mariana Islands)

A study explored those factors in the Pacific Territories affecting the conduct and validity of assessments of their Adult Education Act State Grant Programs. Examined were islanders' opinions on whether (1) educational models developed in the United States apply in the territories, (2) our efforts in the territories are having positive or negative effects, (3) territories and the states warrant different treatment, (4) the same administration standards should be applied in both places, (5) English should be the only language skill to concern federally funded educators, (6) territories are ready for advanced educational technology, (7) neglect is the way we can best help the territories, (8) islanders need information more than observation, and (9) consolidated grants will wipe out adult education in the territories. Questionnaire responses, interviews of adult education program personnel, and author observations yielded recommendations that territories should be treated differently than the states. They should be assisted in developing advanced educational technology and language skills besides English. Cultural sensitivity and non-standard evaluation designs should be used in dealing with territories. Assessments of island progress should be made jointly by local staff and external parties in multi-year efforts. (MN)

ED 192 033

CE 026 450

O'Neil, James M. And Others

Factors, Correlates, Problem Areas Affecting Career Decision Making of a Cross-Sectional Sample of Students.

Spons Agency—Kansas Univ., Lawrence.

Pub Date—26 Sep 79

Note—29p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979). Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Career Counseling, *Correlation, *Decision Making, *Influences, *Test Validity

Identifiers—Career Factor Checklist, *O Neil Meeker Borgers Model Career Decision Making
A study was conducted to investigate the effects of the correlates and problem areas affecting career decision making and specifically to test the validity of the O'Neil, Meeker & Borgers' (1978) model. A cross-sectional sample of high school, undergraduate, and graduate students (N=1,436) responded to the Career Factor Checklist (CFC) and reported the degree to which the six general factors and twenty-two sub-factors identified by the O'Neil et al. model have affected their career decision making. Data were analyzed using factor analysis and analysis of variance procedures. The results of the factor analysis indicated that the CFC measured the career choice factors identified by the O'Neil et al. model. A significant grade main effect and significant sex by grade interactions were found for four of the six factors assessed. Results of the data analysis indicated positive support for the O'Neil et al. model and the hypothesized factors affecting the career-decision-making process. Implications were drawn for individual counseling and for preventive programming around career correlates in decision making. Future research was recommended for greater understanding of the correlates of career choice and problem areas affecting career decisions. (Author/BM)

ED 192 034

CE 026 461

O'Neil, James M. And Others

Research on a Workshop to Sensitize Women to the Effects of Sexism and Sex Role Socialization on Their Career Planning.

Spons Agency—Kansas Univ., Lawrence. General Research Fund.

Pub Date—26 Sep 79

Note—33p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, 1979).

Pub Type—Reports - Research (143)—Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Career Choice, *Career Planning, *Females, Higher Education, *Perception, Self Concept, *Sex Bias, *Sex Role, *Socialization, Womens Education, Workshops

Research assessed the impact of a treatment designed to sensitize college freshman and sophomore women to the effects of sexism and sex role socialization factors on their career planning and to expand their current sex role attitudes and self concepts. College women on a large midwestern campus participated in a four-week career workshop. Portions of a twenty-eight minute color videotape were presented to subjects and discussed each week in small groups. The videotape presentation was a direct application of a model depicting factors affecting both sex role socialization and career planning processes. A sample of sixty college women was divided into treatment and control groups. Treatment effects were assessed by means of five career and sex role instruments in a pretest-posttest-control group design. Results indicated that treatment subjects spent more time thinking about their career planning, described themselves as more masculine, and reported investigative, social, and enterprising careers as more appropriate career choices than control group subjects. Future research and interventions were recommended to sensitize students to the effects of sexism and past sex role socialization on career decision making. (Three data tables and an extensive reference list are appended.) (Author/YLB)

ED 192 035

CE 026 462

Stockton, Rex

A Study to Identify, Describe and Evaluate Existing Methods of Linking Vocational Education with CETA Programs—Business, Industry, Labor and Adult Education. Final Report, September 1, 1977 through September 1, 1979.

Indiana Univ. Foundation, Bloomington.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH70272

Pub Date—Jul 80

Grant—G007702138

Note—205p.

Pub Type—Reports - Descriptive (141)—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Cooperative Planning, Coordination, *Employment Programs, *Institutional Cooperation, Job Training, Program Descriptions, Program Evaluation, *School Community Relationship, *Vocational Education
Identifiers—*Comprehensive Employment and Training Act

A study was conducted to develop and implement a procedure to describe and evaluate existing linkage programs at the local level between vocational education and CETA (Comprehensive Employment and Training Act) programs. The study had the following objectives: (1) to identify linking organizations that offered services directly or through the coordination of the training programs of other agencies; (2) to describe and evaluate current methods used by these organizations; and (3) to determine the problems experienced by linkage organizations. In addition to compiling bibliographies and surveying relevant literature and legislation, linkage organizations were identified and surveyed. Data were analyzed regarding the agencies, work sites, and client populations and their relationships with training agencies and work sites. A sample of twelve linkage systems was selected for in-depth evaluation and site visits. Based on this data, it was concluded that sites tended to operate with small staffs and low initial funding, but as sites matured, amount of funding increased along with the number of clients served. Employment counseling and information dissemination were the most frequently offered direct and coordinating services. Coordinating sites tended to work intensively with a small number of business and education agencies. (BM)

ED 192 036

CE 026 463

Nolting, Greg And Others

Development of an Individualized and Group Instructional Program Based on Financial Management for Adult/Young Farmers in Vocational Agriculture Programs in Missouri. Final Report.

Missouri Univ., Columbia.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education. Jefferson City.

Pub Date—20 Jun 80

Note—384p.; Parts of attachments may be marginally legible.

Pub Type—Guides - Classroom - Teacher (052)—Reports - Descriptive (141)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Accounting, *Adult Farmer Education, *Agricultural Education, Competency Based Education, Computer Programs, Course Content, *Curriculum Development, *Farm Accounts, Farmers, Farm Management, Group Instruction, Individualized Instruction, Instructional Materials, Learning Activities, Lesson Plans, Postsecondary Education, Recordkeeping, *Vocational Education, *Young Farmer Education

Identifiers—Missouri

A study was conducted to develop competency-based curriculum materials and a computer-based analysis system for farm business records to assist local vocational agriculture teachers of adult/young farmers in their group and individualized instructional programs. A list of thirty-five competencies in financial management were validated using responses from a random sample of ten adult/young farmer teachers, fifty adult/young farmer enrollees, and ten representatives of agricultural credit. The farm business records of thirty-nine enrollees in seventeen local schools throughout Missouri were used in the pilot project of analyzing records. Output data for each farm business included a depreciation schedule, cash flow, profit and loss statement, financial statement, enterprise analysis of each enterprise with comparative results, and a 1040F tax form. In addition, three computer programs that can be accessed with remote data terminals were developed. The curriculum materials developed in the project were comprised of ten lessons in a unit titled Establishing a Farm Accounting System. Among the lessons developed were (1) Introduction to Keeping Records, (2) Planning the Year's Cash Flow, (3) Developing Depreciation Schedules for Machinery, (4) Setting up Farm Inventories and Financial Statements, (5) Keeping Enterprise Records, and (6) Using Concept of Time Value in Planning. (LRA)

ED 192 037

CE 026 471

Ploetz, Greta N.

The Disadvantaged Woman in America. How Adult Education Can Promote Her Growth and Development.

Pub Date—Oct 77

Note—51p.; Master's Thesis, University of Minnesota.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Adult Programs, Cultural Differences, Demography, Economically Disadvantaged, *Educationally Disadvantaged, Educational Needs, Educational Objectives, Educational Strategies, Females, Instructional Materials, Program Development, *School Role, Sex Bias, *Sex Discrimination, Sex Role, Social Influences, Teaching Methods, *Womens Education

Educationally, economically, or psychologically disadvantaged women suffer from even more social and economic injustices than do other women. Although a woman's ability to provide for herself rises with her educational level, approximately half of all American women lack a high school diploma. Family relationships, religious tradition, school practices, and blue collar attitudes foster women's feelings of fatalism and powerlessness. Interviews with three Adult Basic Education (ABE) program participants reveal that disadvantaged women feel a lack of freedom, fear of life, and lack of confidence. They resent the way they are treated as wives and are accustomed to being dependent. Four ABE objectives can alleviate these feelings: (1) to enable women to develop academic skills, (2) to help women recognize and appreciate their abilities and strengths, (3) to promote the full development of each woman's intellectual capacity, and (4) to make women aware of available life-style options. To achieve these goals teachers must be able to teach women from disadvantaged backgrounds. Personal and vocational counseling, individualized instruction, and flexible programs allowing for women's childrearing responsibilities are necessary. Widespread sexism in learning materials with respect to roles, vocational opportunities, life-styles, and general characteristics must be eliminated. (MN)

ED 192 038 CE 026 482

A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women. Final Technical Report.

One America, Inc., Washington, D.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.—498AH80014
Pub Date—16 May 80
Contract—300-78-0506
Note—173p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Vocational Education, Comparative Analysis, *Correctional Education, Correctional Institutions, *Females, *Individual Needs, Literature Reviews, Needs Assessment, Occupational Aspiration, *Prisoners, *Program Effectiveness, Success, Surveys, Vocational Interests, Vocational Rehabilitation
Identifiers—Bedford Hills Correctional Facility NY, California Institution for Women, Florida Correctional Institution for Women, Huron Valley Women's Facility MI, Maryland Correctional Institution for Women, Massachusetts Correctional Institution, Minnesota Correctional Institution for Women, Nebraska Center for Women, Purdy Treatment Center for Women WA

This report details a study designed to contribute to knowledge about the state of the art of vocational education programs and about the vocational needs and aspirations of adult women offenders. Section 1 is composed of four parts: Executive Summary, Introduction and Purpose of the Study, Historical Perspectives, and Methodology. The discussion in this part covers the approach used to conduct an extensive literature search, develop criteria to identify successful vocational program components, select (nine) institutions for the site survey, develop survey instruments, and collect and analyze data. The first part of section 2 is a comparative analysis of vocational education programs in nine institutions based on eleven pre-determined criteria for success. Part 2 presents results of an assessment of vocational needs and aspirations of 390 incarcerated women based on responses to an instrument covering five categories of questions: personal background, education and training before incarceration, prior employment, experiences while incarcerated, and plans and aspirations after release. Section 3 outlines recommendations concerning philosophy and goals statement, needs assessment, institutional needs, job market/community needs, resource inventory, development of a vocational plan, implementation, monitoring, and evaluation. Appendixes include a selected bibliography, the two survey instruments, and institutional profiles. (YLB)

ED 192 039 CE 026 484

Lloyd, Anthony. And Others

Bilingual Vocational Educational Curriculum Development.

New York Univ., N.Y. Dept. of Technology and Industrial Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—498AH70195

Pub Date—79

Grant—G007702218

Note—207p.; The glossary may not reproduce well due to light type.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Bilingual Education, Chinese, Curriculum Design, *Curriculum Development, French, *Instructional Materials, *Material Development, Non English Speaking, Postsecondary Education, *Readability, Readability Formulas, Secondary Education, Spanish, Test Construction, Testing, Translation, *Vocational Education
Identifiers—Bilingual Materials, *Limited English Speaking

This handbook for the bilingual vocational curriculum specialist contains seven modules which describe the process of developing curriculum materials to be used by students of limited-English-speaking ability. Module 1 is an introduction to the handbook which discusses bilingual education in the United States and the role of the teacher in bilingual education. Module 2 concerns the general principles of curriculum development for vocational education subjects. It outlines these phases: preparatory, assemble and critique resources, pre-

pare cultural profile, develop curriculum plan, establish curriculum design, preparation of trial modules, critical review of trial modules, complete curriculum product, and reality test product. Module 3, Readability: Language and Style, describes considerations and procedures for writing materials in simplified English. Module 4 deals with translation of materials. Module 5 discusses testing minority students and constructing linguistically fair tests. Examples are given in English, French, Spanish, and Chinese. Module 6 lists resources. Appendixes (Module 7) include an article on cognitive styles and culture and a glossary. The glossary, amounting to approximately half of the handbook, is a restricted list of words suitable for writing vocational materials. The fewer than 700 words are presented in English, Spanish, French, and Chinese. (YLB)

ED 192 040 CE 026 485

Hoyt, Kenneth B.

The Community Career Education Coordinator.**Monographs on Career Education.**

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 79

Note—32p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Qualifications, *Administrator Responsibility, *Administrator Role, *Career Education, Coordination, *Coordinators, Educational Cooperation, *Elementary Secondary Education, Inservice Education, Organization, Public Relations, School Community Relationship

This monograph represents one of the first systematic attempts made to discuss the concept of the "coordinator of career education" as a new kind of position in the K-12 system of American education. It reports discussions of experiences and recommendations of participants at miniconferences for local K-12 career education coordinators. The first section discusses whether a specific position entitled "career education coordinator" is essential. Recommendations made include the desirability of the position at the school district level and the necessary permanence of that position. A section on the duties and responsibilities of K-12 coordinators provides a few examples of some of the diversity in duties and responsibilities. In the next section specific examples are given of how, in several communities, persons serving as coordinators are using building level personnel as "key leaders" in carrying out career education roles and responsibilities. The fourth section follows general discussion of participant recommendations concerning coordinator responsibilities with a list of fifteen responsibilities, divided into networking, information and public relations, and professional educational and community collaboration responsibilities. In the next section six qualities to look for in a coordinator are recommended. The final section consists of thoughts and recommendations regarding placement of the coordinator in education's table of organization. (YLB)

ED 192 041 CE 026 486

Ekstrom, Ruth B. And Others

Identifying the Transferability of Women's Life Experience Learning to Employment. Project Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-78-0594

Note—28p.; For related documents see ED 148 429, CE 025 697, and CE 026 487.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Employers, *Employment Potential, Experiential Learning, *Females, *Job Skills, Occupations, *Prior Learning, Surveys, *Transfer of Training

A study sought to determine the usefulness of the learning women acquire through life experience to entry level jobs in selected occupations. Methodology included sending sixteen sets of nine questionnaires to women in women's centers displaced homemaker centers, and counseling centers in seven states (131 replies, 91 percent response). The questionnaires were designed to determine the frequency and extent of involvement of adult women in homemaking and parenting activities, volunteer work and community service, recreation

and hobbies, formal and nonformal education, and paid work. The questionnaires also asked about respondent characteristics and requested self-ratings of competency in twenty-eight skills. Questionnaires designed to identify the importance of certain skills in selecting workers for entry-level jobs in eleven occupations were sent to nine employers in each occupation. Then the self-ratings of adult women's skills were compared with employer selection ratings. (Results are shown in nine tables of skills rated necessary for each occupation and a table showing transferability of the women's self-rated skills to the skills the employers selected.) (KC)

ED 192 042 CE 026 487

Ekstrom, Ruth B. And Others

Identifying the Relevance of Women's Life Experience Learning to Vocational Education.

American Association of Community and Junior Colleges, Washington, D.C.; Educational Testing Service, Princeton, N.J.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-78-0594

Note—27p.; For related documents see ED 148 429, CE 025 697, and CE 026 486.

Pub Type—Numerical/Quantitative Data (110) — Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Adult Vocational Education, Advanced Placement, Course Evaluation, Experiential Learning, *Females, *Job Skills, Occupations, *Prior Learning, Surveys, *Transfer of Training, Two Year Colleges, Womens Education

A study sought to find out how many skills which women learn through life experience can be transferred to selected postsecondary vocational education programs. Methodology included mailing sixteen sets of nine questionnaires to women in women's centers, displaced homemaker centers, and counseling centers in seven states. Questionnaires covered the type and extent of adult women's involvement in homemaking and parenting activities, volunteer work and community service, recreation and hobbies, formal and nonformal education, and paid work, and self-ratings on twenty-eight occupationally transferable skills. Questionnaires also were sent to nine junior college vocational educators to identify the importance of skills for selecting students for vocational programs and for awarding advanced placement in nine program areas. Finally, the women's self-ratings and the vocational educators' ratings were compared to identify the skill areas with the greatest transferability for each program. It was concluded that self-ratings of adult women's life experience skills and learning have potential for use in counseling and placing women in postsecondary vocational education programs. Six tables show items rated for advanced placement or exemption from courses. A transferability analysis, based on the women's self-ratings and the vocational educators' ratings, is also included. (KC)

ED 192 043 CE 026 488

Tindall, Lloyd W. And Others

Modifying Vocational Curriculum for the Handicapped. Final Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH80042

Pub Date—Jun 80

Contract—300-78-0569

Note—142p.; Parts may be marginally legible. For related documents see CE 026 776-778.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Enrichment, *Disabilities, Evaluation, Field Tests, Guides, Information Dissemination, Instructional Improvement, Literature Reviews, *Material Development, Postsecondary Education, *Program Improvement, Secondary Education, Special Education, *Teacher Education, Teaching Methods, *Vocational Education, Workshops

This final report provides detailed coverage of the progress of a project to meet the need of preparing vocational teachers and curriculum specialists for delivery of effective vocational education programs to the handicapped. It begins with six quarterly reviews of project activities, the main activities being (1) training of state vocational instructional pro-

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gram supervisors and state vocational "special needs" supervisors to train appropriate local education personnel in the use of a handbook for modifying existing vocational curricula to suit handicapped individuals and (2) development of a handbook for use by local vocational teachers and curriculum specialists in modifying existing curricula. Seven sample field tests to evaluate the handbook are provided as well as a field test report, including general comments and comments on individual chapters of the handbook. Next are presented the two consultant activities used to provide "state of the art" knowledge and an example of consultant feedback. The four national dissemination workshops for state education agency personnel in the areas of vocational and special education and guidance are then reported. Participant lists and evaluations from the Boston, Madison, Salt Lake City, and Atlanta workshops are provided. (The handbook, user's guide, and annotated bibliography developed by the project are available separately—see Note.) (YLB)

ED 192 044 CE 026 489
Bouganin, Hara And Others

Development of Model Methods of Administration (MAO) for the Implementation of the Office for Civil Rights Guidelines for Vocational Education. Final Report [and] Final Report Summary. CRC Education and Human Development Inc., Belmont, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Bureau No.—498MH90030
Pub Date—31 Jul 80
Contract—300-80-0039

Note—92p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrative Policy, Administrative Problems, Civil Rights, *Equal Education, Federal Legislation, Federal Programs, Federal Regulation, *Federal State Relationship, Guidelines, Information Dissemination, Policy Formation, *Program Administration, Standards, *Technical Assistance, *Vocational Education, Workshops

To assist state vocational education administrators in the development of Methods of Administration (MOAs) describing plan for the implementation of their civil rights responsibilities, a project provided several forms of technical assistance. (March 1979 Office of Civil Rights guidelines required the formation of MOAs.) Three major activities which comprised the nine-month project were (1) development and dissemination of standards which list the required elements and provide specifications regarding MOA content, (2) delivery of technical assistance in MOA development to Georgia, Illinois, New York, Oregon, and Guam—after which the model states' MOAs were disseminated to all states, and (3) conduct of five regional workshops in February and March 1980 for all the states and outlying areas to provide information and assistance in MOA planning and preparation. Approximately 150 workshop participants included representatives from vocational education agencies as well as from national and regional federal offices. The project successfully accomplished its ultimate goal but recommendations for future projects of the same nature were made regarding technical issues, policy issues, and technical assistance to states. These include designation of a single federal contact point to which each state can turn for assistance in MOA development, expedition of the MOA approval process, provision of implementation guidelines and program review instruments, and the facilitation of communication and information dissemination at the state and federal level. (MN)

ED 192 045 CE 026 497
Miller, Tyson A.

Statewide Continuing Education Needs Analysis of New Hampshire Business, Industry, and Service Organizations. Executive Summary and Final Report.

New Hampshire Coll. and Univ. Council, Manchester.
Pub Date—Oct 79
Note—128p.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adults, Business, *Continuing Education, Credit Courses, *Educational Needs, Employees, *Employer Attitudes, Incentives,

*Industrial Training, Needs Assessment, On the Job Training, Publicity, School Community Relationship, State Surveys, Training Allowances, Tuition Grants

Identifiers—New Hampshire

New Hampshire employers, especially large employers, see a significant need for continuing education for their employees, according to a survey of 16,000 business, industry, and service organizations in the state. Of the 1,883 employers (12%) who responded to the mailed questionnaire and the 68 employers who were interviewed, 84 percent would like to see their employees better trained, while 77 percent were either "very interested" or "somewhat interested" in custom-made courses designed for their employees. Survey respondents preferred short-term courses and most frequently chose business administration, personnel, and accounting as the most needed academic subjects, with long range needs for employee training in computer science and technology, banking, law, video tape production, electronics, plastics technology, and basic skills in reading and writing. At least 39 percent now offer or would offer some form of tuition payment for employees taking work related courses. A large percentage (73%) of employers were having at least some difficulty in finding properly trained employees for their businesses, especially in manufacturing concerns. The survey showed a need for better information dissemination, because a majority of businesses, especially small businesses, were not aware of current educational offerings in the state. Numerous tables, the survey instrument, and interviewer's supplement are included. (KC)

ED 192 046 CE 026 499
Wircenski, Jerry L. Ed. And Others

The Annual Pennsylvania Conference on Postsecondary Occupational Education (11th): New Horizons in Postsecondary Occupational Education.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date—Aug 80
Note—133p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, Articulation (Education), Career Education, Community Colleges, Community Services, *Disabilities, Educational Planning, *Employment Opportunities, Employment Projections, Higher Education, Occupational Home Economics, *Postsecondary Education, Power Technology, *Retraining, *School Community Programs, Solar Radiation, *Vocational Education

Identifiers—*Emerging Occupations, Mining, United States

These proceedings contain the keynote address, four papers, and summaries of four group discussions of the Eleventh Annual Pennsylvania Conference on Postsecondary Occupational Education. The keynote presentation is by Harold "Bud" Hodgkinson, distinguished analyst of current trends and the likely future of social, economic, and political settings in which postsecondary education will be operating. His presentation discusses international trends related to the world of work, planning issues, public attitudes toward education, the effects of education in the United States, population trends, industry involvement and its benefits, and linkages of community service agencies. The other four papers concern the four issues which were focused on by the planning committee. They are entitled Retraining Programs for the Handicapped Adult, Upgrading Programs in Postsecondary Education, A Conceptual Framework for Occupational Education Community Service Programs, and New and Emerging Careers. A summary of the highlights of a group discussion on each of the issues immediately follows the respective paper. Appendixes include the conference program and notes on authors and editors. (YLB)

ED 192 047 CE 026 500
Ross, Novella

Directory of Women Administrators in Vocational Education. Research and Development Series No. 201.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Bureau No.—498AH80003

Pub Date—Jun 80
Contract—300-78-0032
Note—238p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$13.00)

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Administrators, Federal Programs, *Females, *Local Government, Proprietary Schools, Regional Programs, *State Departments of Education, Technical Institutes, Universities, *Vocational Directors, *Vocational Education

This directory is a national listing of women administrators currently employed in vocational education. This publication is organized into eight major sections and two indexes. The major sections are categorized according to institutional affiliations: (1) state education agencies, (2) local education agencies, (3) regional education agencies, (4) universities and colleges, (5) technical institutes, (6) proprietary schools and colleges, (7) federal education agencies, and (8) other. Within each major section categorized by state where employment occurs, individual biographical sketches are listed alphabetically by surname. The indexes are presented: a program area of responsibility and an alphabetical listing. The program area of responsibility index lists individual names according to the major program areas(s) directly under their administration. Women who administer nontraditional programs are identified in this index. The alphabetical index is a combined listing in alphabetical order of all persons in the directory. The introduction includes the purpose of the project, background data, summary findings, directions for using this document, and a sample resume. The appendixes contain the survey instrument and the classification system of educational agencies and institutions. (CT)

ED 192 048 CE 026 508
Barlett, Bertrice Barnes, Elizabeth

Women's Vitae and the Problem of Perceiving Competence.

Pub Date—[78]
Note—45p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Deans, *Administrator Qualifications, Administrator Selection, *Affirmative Action, Career Ladders, Careers, Case Studies, *College Administration, *College Presidents, Competence, Credentials, Employment Patterns, Equal Opportunities (Jobs), *Females, Higher Education, Job Analysis, Job Applicants, Job Performance, Job Skills, Males, Occupational Information, Sex Differences, Single Sex Colleges, Womens Education

Identifiers—*Resumes

Analysis of the search for selecting a president and a dean for a small women's college in the midwest showed how affirmative action goals, coupled with standard career expectations, damage female candidates. Reasons for failure to select a woman for either post included: (1) the tendency to compare women with women and men with men in the early stages of the search, rather than matching all candidates against the job requirements; (2) male vitae establish patterns against which female vitae appear deviant; (3) late emergence of unannounced criteria, after review of candidates' vitae, deflects search committee attention from candidates' fulfillment of announced criteria; (4) since the emergent criteria are credentials, they devalue the credentials of female finalists; and (5) the presumption that "having performed a function" means "having performed it well" operates in favor of male candidates because male credentials have become the standard. Recommendations for affirmative action include: look for evidence of "doing" rather than "being"; avoid developing last-minute criteria for the post; write job descriptions in terms of competencies, rather than "positions held"; check candidates by personal contacts; write final recommendations in terms of initial criteria; and read the research the candidates have done. (KC)

ED 192 049

CE 026 515

Cohen, Lee

Institute for Research and Development in Occupational Education. Fiscal Year 1980. Annual Report #9.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.—CASE-11-80

Pub Date—Oct 80

Grant—VEA-80-3A-11

Note—75p.; For related documents see ED 171 888 and ED 179 759. Parts of the appendix will not reproduce well due to small and broken type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Activities, Allied Health Occupations Education, Annual Reports, Business Education, Career Development, College Freshmen, Community Colleges, Consumer Education, Cooperative Education, Counselor Training, Disabilities, Educational Research, Employed Women, Home Economics Education, Information Systems, Interpersonal Competence, Material Development, Mathematics Anxiety, Postsecondary Education, *Research and Development Centers, Sciences, Secondary Education, *Sex Fairness, Sex Stereotypes, Special Education, Staff Development, *Vocational Education, Womens Education

Identifiers—Communicating, *Institute Research Development Occupational Ed NY, New York

Activities and programs of the Institute for Research and Development in Occupational Education (IRDOE) are reviewed in this annual report for fiscal year 1980. The report describe twenty-three contract projects, an increase from nine the preceding year. Three projects related to handicapped populations, two projects involved staff development and counselor training to promote better service to handicapped youth, and a third involved both staff and handicapped student training in interpersonal skills development. Eight projects concerned sex equity, sex-role stereotyping, and women in the work force. The remaining nine covered cooperative education, futuring health occupations education, characteristics of incoming community college students, systems development for information needs, and special staff development activity in consumer homemaking. The report notes that the IRDOE's second sex equity film, "A Man's Place," received very good reviews, and their inservice teacher training program, "Responding to the Vocational and Career Needs of Urban Youth," was named a project of national significance by the Bureau of Education for the Handicapped. The report also describes the IRDOE's in-house projects, including a demonstration of their pioneering "communicating" program in action. Appendixes contain letters, conference notices, and meeting agendas. (KC)

ED 192 050

CE 026 533

Kansas Curriculum Materials Dissemination Center Curriculum Materials, 1978.

Kansas Curriculum Materials Dissemination Center for Vocational, Technical and Career Education, Pittsburg.

Pub Date—78

Note—55p.; Some sections may not reproduce well due to light type.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agricultural Education, *Allied Health Occupations Education, Annotated Bibliographies, Bibliographies, *Career Education, Cooperative Education, Curriculum, *Curriculum Guides, Distributive Education, Home Economics, Industrial Arts, Inservice Teacher Education, *Instructional Materials, Occupational Home Economics, Trade and Industrial Education, Units of Study, *Vocational Education

Identifiers—*Kansas Curriculum Materials Dissemination Center

This publication contains over sixty references to curriculum materials available from the Kansas Curriculum Materials Dissemination Center for Vocational, Technical, and Career Education (KCMDC). These materials are divided into eleven groups: KCMDC-Produced Materials, Vocational Agriculture Education, Distributive Education, Health Occupations, Home Economics Education, Trade and Industrial Education, Career Education, In-Service

Training, Cooperative Education, Industrial Arts Education, and Vocational Related Studies. Each reference is presented in a format including some or all of the following information: title, number of pages, year and place of publication, brief annotation, and abbreviated table of contents. (Ordering instructions are provided at the end.) (YLB)

ED 192 051

CE 026 534

Kansas Vocational Agriculture Education. Basic Core Curriculum I.

Kansas State Dept. of Education, Topeka. Dept. of Vocational Agriculture.; Kansas State Univ., Manhattan.

Pub Date—[77]

Note—664p.; Not available in paper copy due to colored paper. For related documents see CE 026 535 and ED 185 368-370.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Engineering, Agricultural Safety, *Agronomy, *Animal Husbandry, Behavioral Objectives, Career Planning, Careers, Course Content, High Schools, Leadership, Learning Activities, Secondary Education, State Curriculum Guides, Student Organizations, *Supervised Farm Practice, Teaching Guides, Units of Study, *Vocational Education

Identifiers—Kansas

This secondary vocational agricultural curriculum guide is one of a set of four designated as the basic core of instruction for vocational agriculture programs in Kansas. Units of instruction are presented in six sections: (1) Orientation and Careers, (2) Leadership, (3) Supervised Experience Programs, (4) Animal Science, (5) Plant and Soil Science, and (6) Agricultural Mechanics. Each unit is comprised of the following parts: terminal objectives, specific objectives, orientation with suggested instructor and student activities and references, information sheets, assignment sheets, unit test, and unit test answers. (YLB)

ED 192 052

CE 026 535

Kansas Vocational Agriculture Education. Basic Core Curriculum IV.

Kansas State Dept. of Education, Topeka. Dept. of Vocational Agriculture.; Kansas State Univ., Manhattan.

Pub Date—[75]

Note—893p.; Not available in paper copy due to colored paper. For related documents see CE 026 534 and ED 185 368-370.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Engineering, Agricultural Machinery, *Agronomy, Behavioral Objectives, Career Planning, Careers, Course Content, *Farm Management, High Schools, Leadership, Learning Activities, Secondary Education, State Curriculum Guides, Student Organizations, *Supervised Farm Practice, Teaching Guides, Units of Study, *Vocational Education

Identifiers—Kansas

This secondary vocational agricultural curriculum guide is one of a set of four designated as the basic core of instruction for vocational agriculture programs in Kansas. Units of instruction are presented in four sections: (1) Supervised Training Programs, (2) Leadership, (3) Plant and Soil Science, and (4) Farm Mechanics. Each unit is comprised of the following parts: terminal objectives, specific objectives, orientation with suggested instructor and student activities and references, information sheets, assignment sheets, unit test, and unit test answers. (YLB)

ED 192 053

CE 026 536

Adamsky, Richard A. And Others

Assist Learners in Obtaining the Various Vocational Instructional Certificates Issued in Pennsylvania. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—171p.; Small type in reproduced forms will not reproduce well. For related documents see CE

026 537-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Bachelors Degrees, Behavioral Objectives, *Competency Based Teacher Education, *Degree Requirements, Educational Certificates, *Inservice Teacher Education, Learning Activities, Learning Modules, *Resource Teachers, *Teacher Certification, Tests, *Vocational Education, Vocational Education Teachers

Identifiers—Pennsylvania

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in assisting learners in obtaining the appropriate various vocational instructional certificates issued in Pennsylvania. Contents include seven learning experiences based on six enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 054

CE 026 537

Adamsky, Richard A. And Others

Conduct a CBTE Orientation Program. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—57p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Learning Activities, Learning Modules, *Orientation, *Resource Teachers, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in orienting learners to the competency-based teacher education program they will enter. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 055

CE 026 538

Adamsky, Richard A. And Others

Conduct a Helping Conference. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—51p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Conferences, *Faculty Development, Learning Activities, Learning Modules, Performance, *Resource Teachers, *Self Evaluation (Individuals), Teacher Evaluation, *Teacher Improvement, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-

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based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in optimizing learners' potentials for continued professional growth and assisting learners to explore ways for improving their performance. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities); including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 056 CE 026 539

Adamsky, Richard A. And Others
Conduct an Observation Session. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—37p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Classroom Observation Techniques, *Competency Based Teacher Education, Learning Activities, Learning Modules, *Lesson Observation Criteria, Observation, *Resource Teachers, Teacher Behavior, *Teacher Evaluation, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in conducting a personal observation of an intern's teaching behavior, including the ability to use various sources of information to plan for the observation and to focus the observation itself. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities); including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 057 CE 026 540

Adamsky, Richard A. And Others
Conduct a Small Group Meeting. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—30p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, *Group Dynamics, *Leadership, Leadership Training, Learning Activities, Learning Modules, *Resource Teachers, *Small Group Instruction, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in (1) identifying these occasions when group instruction is most appropriate and (2) conducting a small group meeting. Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: ena-

bling objective; learning activity (activities); including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 058 CE 026 541

Adamsky, Richard A. And Others
Establish and Maintain Records in the VITAL Management Information System. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—108p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Learning Activities, Learning Modules, *Management Information Systems, *Recordkeeping, *Resource Teachers, *Student Records, Tests, *Vocational Education, Vocational Education Teachers

Identifiers—Temple University PA

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in enrolling an intern/student and maintaining his/her records in the VITAL-MIS, a management information system developed and used at Temple University. Contents include six learning experiences based on five enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities); including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 059 CE 026 542

Adamsky, Richard A. And Others
Evaluate a Product or Process Type Teaching Performance. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—59p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Observation Techniques, *Competency Based Teacher Education, Evaluation Criteria, Learning Activities, Learning Modules, *Lesson Observation Criteria, Performance, *Resource Teachers, Simulation, Teacher Behavior, *Teacher Effectiveness, *Teacher Evaluation, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of the module is to help develop skill in assessing a product- or process-type teaching performance to stated criteria to assist teachers in becoming more effective in their daily school activities. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities); including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 060 CE 026 543

Adamsky, Richard A. And Others
Facilitate a Council of Educators' Review. Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—33p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bachelors Degrees, Behavioral Objectives, *Competency Based Teacher Education, *Degree Requirements, Educational Certificates, Learning Activities, Learning Modules, *Resource Teachers, Student Evaluation, *Teacher Certification, *Teacher Evaluation, Teaching Skills, Tests, *Vocational Education, Vocational Education Teachers

Identifiers—Council of Educators Review, Program VITAL, Temple University PA

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in facilitating a Council of Educators' Review, which is the exit requirement of one competency-based teacher education program (Program VITAL at Temple University). Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objectives; learning activity (activities); including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 061 CE 026 544

Adamsky, Richard A. And Others
Instruct Others to Set-Up and Operate a Video System: Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—62p.; Pages with photographs and small light type will not reproduce well. For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audio Equipment, Behavioral Objectives, *Competency Based Teacher Education, *Equipment Utilization, Learning Activities, Learning Modules, *Resource Teachers, *Self Evaluation (Individuals), Teacher Behavior, Tests, Video Equipment, *Videotape Recorders, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help attain skill in developing the ability of others to set up and operate a video system in order to use videofeedback to conduct self-evaluation and modify teaching behavior as needed. Contents include four learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities); including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 062 CE 026 545

Adamsky, Richard A. And Others
Monitor the Progress of a Resident Resource Person, Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—31p.; For related documents see CE 026 536-544, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, *Evaluation, Learning Activities, Learning Modules, *Performance, *Resource Teachers, Tests, *Vocational Education, Vocational Education Teachers

Identifiers—Monitoring

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of the module is to help develop skill in monitoring the progress of a Resident Resource Person (by a Field Resource Person). Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 063 CE 026 546

Adamsky, Richard A. And Others
Provide Administrative Services, Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—74p.; For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Ancillary School Services, Behavioral Objectives, *Competency Based Teacher Education, Learning Activities, Learning Modules, *Program Administration, *Resource Teachers, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in providing the administrative support services essential to the operation of a field-tested, competency-based vocational teacher education program. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 064 CE 026 547

Adamsky, Richard A. And Others
Register Learners for CBTE Programs, Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—88p.; Small print in reproduced forms will not reproduce well. For related documents see CE 026 536-548, CE 026 551, and CE 026 821-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Learning Activities, Learning Modules, *Resource Teachers, *School Registration, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in registering learners in the field for competency-based teacher education programs. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 065 CE 026 548

Adamsky, Richard A. And Others
Select Appropriate Modules, Professional Preparation Module: Resource Person.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]

Contract—85-9825; 86-8809; 94-8011

Note—70p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Autoinstructional Aids, Behavioral Objectives, *Competency Based Teacher Education, Learning Activities, Learning Modules, Media Selection, *Resource Teachers, Student Educational Objectives, *Student Needs, *Teaching Skills, Tests, *Vocational Education, Vocational Education Teachers

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in assisting learners to identify their teaching skill needs as they relate to directed self-instructional modules. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 066 CE 026 549

Tauber, Robert T.

We Know Co-op Work Experiences Work-Buy Why?

Pub Date—[80]

Note—14p.; Paper presented at the Annual Co-op Employer Appreciation Dinner (Erie, PA, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, Educational Objectives, Individual Needs, *Need Gratification, *Program Effectiveness, Psychological Needs, Secondary Education, Self Actualization, *Student Motivation, *Student Needs, Success, Work Experience Programs

Identifiers—Herzberg (Frederick), Maslow (Abraham)

An examination of why cooperative work experiences work in light of Maslow's hierarchy of needs and Herzberg's satisfaction and dissatisfaction factors can be helpful in maintaining and improving the experiences. Cooperative work experiences are successful because they satisfy two types of student needs (deficiency needs and growth needs). These experiences fulfill deficiency needs (physiological, security, belonging, and esteem needs) by enabling students to acquire the vocational skills and experience necessary to earn decent salaries and help in-

sure job security by enabling students to enjoy the recognition and rights of tradespersons and by providing tangible products and advisable skills which help students meet their esteem needs. It is only after these deficiency needs are met that students will be motivated by growth needs (aesthetics, self-actualization, and knowledge and understanding). Therefore, co-op employers and votech personnel must help students gratify their deficiency needs. Students should help their fellow students, co-op employers, and votech instructors meet their own deficiency needs as well. While meeting deficiency needs prevents student dissatisfaction, only the meeting of growth needs can provide student satisfaction. Therefore, co-op employers and votech personnel must help students meet both needs and should stress the latter. Students should also assume more responsibility in evaluating their vocation and co-op job site in light of motivational factors. (MN)

ED 192 067 CE 026 550

Huerta, John L., Jr. And Others

Vocational Academy. An Alternative Vocational Training Model, May 1, 1980, to September 30, 1980. A Research Monograph.

Nova Univ., Fort Lauderdale, Fla. Behavioral Sciences Center.

Spons Agency—Florida State Dept. of Labor and Employment Security, Tallahassee.

Pub Date—30 Sep 80

Contract—80ET-94-11-16-05-014

Note—167p.; Some pages may not reproduce well due to light and broken type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Vocational Education, Allied Health Occupations Education, Career Ladders, Competency Based Education, *Economically Disadvantaged, *Educational Innovation, Educational Research, Electronics, *Employment Programs, *Federal Programs, Health Occupations, Instructional Innovation, Job Skills, Minority Groups, Models, *Nontraditional Education, Performance Tests, Remedial Instruction, Skill Development, Teaching Methods, Testing

Identifiers—Comprehensive Employment and Training Act, Vocational Academy Project

This document contains four research papers of the Vocational Academy (VA) Project which researched alternative forms of vocational education to impact on CETA (Comprehensive Employment and Training Act) eligible participants. (The innovative approach developed incorporated a career ladder concept in skills training.) Preceding them are a discussion of the project, flow chart of the model program developed, and two synthesizing analyses of abstracts. Section 1 is entitled *An Alternative Method of Training for Health Career Occupations: The VA Approach*. It contains a literature review, field visit report, and recommendations for VA (sample career ladders and competency-based curriculum. Section 2 is the report, *The VA Approach to the Electronics Industry in Broward County*. It overviews electronics, reports on field visits, makes recommendations, and discusses curriculum, career ladders, and teaching approach. Appendixes include a sample career ladder, preliminary curriculum, glossary, and manual for incoming students. Section 3 is the report, *Academic Remediation for Electronics Training: A VA Perspective*. It contains a literature review, field visit report, and recommendations for VA. Section 4, *Performance Assessment of Electronics Trainees*, briefly examines two kinds of testing most relevant to the target population—(1) teacher constructed paper and pencil tests and (2) judging procedures, products, and performance. (YLB)

ED 192 068 CE 026 551

Adamsky, Richard A.

The Development of Directed Self Instructional Materials to be Used to Prepare Resource Persons to Function in Field-Centered, Competency-Based Vocational Education Programs, Final Report.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Jun 80

Contract—85-9825; 86-8809; 94-8011

Note—53p.; Not available in paper copy due to light and broken type. For related documents see CE 026 536-548 and CE 026 821-826.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Autoinstructional Aids. *Change Agents. Competency Based Education. *Competency Based Teacher Education. Field Tests. Individualized Instruction. *Learning Modules. *Material Development. *Resource Teachers. Teacher Developed Materials. Vocational Education. *Vocational Education Teachers

This paper reports a project centered around developing directed individualized materials (modules) to be used to prepare resource persons, change agents, and teachers to function in competency- and performance-based vocational education (PBVE) programs. It is organized in two parts. Part 1 centers around the development of modules for resource persons. Four project objectives are stated, the procedures followed to meet the objectives explained, and recommendations forwarded. Part 2 focuses on the modules developed for change agents and vocational teachers. It discusses the (1) analysis of existing modules to determine teacher skills needed to implement PBVE that were not addressed in these modules, (2) the target population, (3) field testing and its findings, and (4) conclusions and recommendations based on the field test. Appendixes, amounting to approximately one-half of the report, include listings of modules in the two series, resource person's feedback booklet, resource person's supervisor feedback booklet, and workshop materials from the field test at a curriculum workshop. (The modules developed are available separately—see note.) (YLB)

ED 192 069

CE 026 552

Smith, Douglas H.

The Development of a Comprehensive Information System for Assessing the Progress and Follow-Up Service of ABE Students and Former Students. Final Report for FY 1980, Project No. 04. Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.

Spons Agency—Iowa State Dept. of Public Instruction. Des Moines.

Pub Date—[80]

Note—25p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Data Collection, Data Processing. *Enrollment. *Information Systems. Needs Assessment. Program Development. *Program Evaluation. Records (Forms). *Student Evaluation. *Systems Development

Identifiers—Iowa

The purpose of this project was to develop a comprehensive system for recording enrollment and accomplishment information about Adult Basic Education (ABE) students for use in preparing state and federal reports. Project goals were: (1) to develop a systematic program of individualized instruments and procedures for functional data gathering on instructional programming and progress of ABE students; (2) to develop a systematic program for maintaining contact with former ABE students; and (3) to analyze the differences, impact, and ultimate benefits of the information system with the development of a hard-copy information system or a computer based information system. Project activities included the analysis of existing information systems at three schools, determination of data needed and development of data collection procedures, pilot testing, program dissemination, and evaluation. ABE directors, coordinators, instructors, and students supplied evaluative input. The Advisory Committee determined that the first two program goals were met. The third goal was partially accomplished (by development of a standard hard-copy information system). Appended are six instruments designed to facilitate ABE student assessment, ABE program assessment, and data collection necessary for local, state, and federal reports. (MN)

ED 192 070

CE 026 553

Smith, Douglas H.

Enabling Six Thousand Persons. A Report and Recommendations for the Professional Development of Adult Educators in Iowa. Drake Univ., Des Moines, Iowa. Coll. for Continuing Education.

Spons Agency—Iowa State Dept. of Public Instruction. Des Moines.

Pub Date—[80]

Note—25p.; Sponsored through the Iowa Community Service and Continuing Education Program.

Pub Type—Guides - Non-Classroom (055) — Re-

ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education. *Adult Educators. *Advisory Committees. *Educational Needs. Needs Assessment. *Professional Development. Professional Recognition. Program Development. State Surveys. Statewide Planning. *Teacher Improvement

Identifiers—Iowa

Representatives from two- and four-year colleges, universities, business, industry, government, and religious organizations formed an advisory committee to develop guidelines and recommendations for providing professional development opportunities for persons coordinating or conducting adult programs in Iowa. After conducting several surveys and meetings the group developed seven recommendations: (1) the committee should become an advisory committee to various Iowa committees for continuing and adult education; (2) the advisory committee should identify and report on professional development needs of adult educators in Iowa; (3) full-time adult educators should demonstrate competencies in adult education and evaluation methods; (4) part-time adult educators should have development activities related to specific needs expressed by teachers and administrators in teaching and evaluation methods; (5) professional development programs should be standardized and disseminated; (6) degree credit earned for such programs should be accepted by colleges and universities without transfer requirements; and (7) professional achievements of adult educators should be publicized. The committee has endorsed these recommendations for implementation in Iowa and throughout the country on a voluntary and cooperative basis. (MN)

ED 192 071

CE 026 554

Godbey, Gordon C.

Applied Andragogy. A Practical Manual for the Continuing Education of Adults.

Pennsylvania State Univ., University Park.

Pub Date—78

Note—48p.

Available from—The Pennsylvania State University, Continuing Education Stores, 7 J. Orvis Keller Bldg., University Park, PA 16802 (\$3.00)

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education. Adults. Classroom Environment. *Continuing Education. Individual Characteristics. Instructional Materials. Student Characteristics. Student Needs. *Teacher Role. *Teaching Methods. *Teaching Styles

Identifiers—Andragogy

This guide for adult educators is a collection of discussions intended to initiate further inquiry as well as to offer practical suggestions on teaching adults. After a comparison of pedagogy and andragogy, a brief definition of adult education is given. A profile of the adult student is followed by outlines of the importance of guiding and counseling the mature student and suggestions for helping students organize their time and clarify their motivations. Adult development and special adult learning problems are covered. Suggestions are given to help teachers prepare themselves, select a comfortable and appropriate role, understand student needs, and make a good first impression. A section on teaching methods covers logs and such learning situations as independent, correspondence, group, and tutorial study. Listed are various learning atmospheres and areas where they are appropriate. The issues of problem solving and the assumption of a mask by an instructor are discussed. Differences between teaching adults and children and the issues of testing and evaluating adults are covered. The guide concludes with comments on the goals of adult education and such teaching materials as educational television and audiovisual aids. (MN)

ED 192 072

CE 026 594

Ciavarella, Michael A.

Career Education and Community Education: Exploring the Relationships.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 80

Note—70p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Education. *Community Education. Definitions. *Delivery Systems. *Educational Change. *Educational Objectives. *Educational Philosophy

Intended to explore the relationship between career education and community education, this monograph is divided into seven chapters. The first chapter provides an overview of the background of this relationship. Chapter 2 discusses career education and community education as approaches to educational reform. Philosophical and definitional considerations of career education and community education are presented in chapter 3. Chapter 4 reviews the goal expectations, and chapter 5 discusses some reciprocal benefits of each concept. The development of a delivery system between career education and community education is described in the sixth chapter. The final chapter presents a summary and the author's conclusions. (BM)

ED 192 073

CE 026 595

Energy Conservation in the Home. Performance Based Lesson Plans.

Alabama State Dept. of Education, Montgomery. Home Economics Service.

Pub Date—Aug 80

Note—123p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives. Competency Based Education. *Consumer Education. Criterion Referenced Tests. *Energy Conservation. Equipment Standards. *Furniture Arrangement. Home Economics. *Home Furnishings. *Housing. Instructional Materials. Learning Activities. Lesson Plans. Secondary Education. Vocational Education

Identifiers—Alabama, Insulation. *Thermostats

These ten performance-based lesson plans concentrate on tasks related to energy conservation in the home. They are (1) caulk cracks, holes, and joints; (2) apply weatherstripping to doors and windows; (3) add plastic/solar screen window covering; (4) arrange furniture for saving energy; (5) set heating/cooling thermostat; (6) replace faucet washer; (7) select appliance using energy guide labels; (8) install shower flow control; (9) insulate water heater; and (10) make a draft stopper. Each plan of instruction contains some or all of the following information: task; performance objective; teacher preparation of learner (establish set/motivation); content of lesson, including enabling objectives/content, methods/activities, and resources; summary; criterion-referenced measure; assignment; and transparencies and handouts. (An energy bibliography and list of audiovisual materials available through Alabama Power Residential Energy Advisors are found at the beginning.) (YLB)

ED 192 074

CE 026 607

Fineberg, Carol

Career Training through the Arts. An Evaluation Report.

Children's Art Carnival, New York, N.Y.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—[79]

Grant—G007802015

Note—239p.; Not available in paper copy due to marginal legibility. For related documents see ED 163 226 and ED 167 775.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents. Art Activities. *Art Education. Behavioral Objectives. Career Awareness. *Career Education. *Career Exploration. Career Guidance. Children. Counseling Services. *Creative Art. Educational Objectives. Evaluation Criteria. Evaluation Methods. Learning Activities. Low Income Groups. Minority Group Children. Program Development. *Program Effectiveness. Program Evaluation. Testing. Youth Programs

Identifiers—Art Skills Observation Scale. Education Amendments 1974. New York (Harlem). Torrance Tests of Creative Thinking

Major goals and accomplishments are presented for the arts and career education program of the Children's Art Carnival in Harlem, New York City—a program for low income minority youth (ages 8-18) which utilizes creative and communication arts as a bridge to art careers in industry, entertainment, commercial and human services. Activities, evaluation instruments, and results related to seven pro-

gram objectives are described and discussed: (1) to expose eight- to fourteen-year-olds to career education experiences via the creative arts (sewing, printmaking, clay, poetry, photography, animation, puppetry, and painting); (2) to enable fourteen- to eighteen-year-olds to develop skills and competence in Communications Arts Productions, thereby increasing career understanding and options; (3) to provide counseling for participants in the Communications Arts production team units; (4) to provide participants with career education experiences fostering the development of responsible work habits and attitudes; (5) to develop communication skills; (6) to provide necessary assistance for participants with neurological, emotional, or other problems; and (7) to promote parent and community support of children's interests in the arts and art-related careers. Dissemination and special activities such as efforts to hire minorities and handicapped in an effort to project a variety of role models are mentioned. The conclusion is made that most objectives were reached and that this program is a model worth emulating. Appendixes constituting two-thirds of the document, contain goals, survey and testing instruments, student logs, and work samples. (MN)

ED 192 075

CE 026 611

Youth Employment Programs: A Survey of National Voluntary Youth Serving Organizations. National Assembly of National Voluntary Health and Social Welfare Organizations, New York, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—80

Contract—99-8-1915-33-48

Note—66p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Career Education, *Employment Programs, Financial Support, *Job Training, Long Range Planning, *National Organizations, Program Descriptions, Surveys, Voluntary Agencies, Young Adults, *Youth Agencies, *Youth Employment, Youth Problems, *Youth Programs

Identifiers—4 H Clubs, American Red Cross Youth Services, Boys Clubs of America, Boy Scouts of America, Camp Fire Girls Inc, Future Homemakers of America, Girls Clubs of America, Girl Scouts of the USA, *National Collaboration for Youth, United Neighborhood Centers of America, Young Mens Christian Association, Young Womens Christian Association

This report presents a survey of local youth-serving agencies affiliated with the National Collaboration for Youth to determine to what degree and in what way the agencies are involved in providing employment and training activities for youth. The eleven agencies focused on are American Red Cross Youth Services; Boys' Clubs of America; Boy Scouts of America; Camp Fire Girls, Inc.; 4-H Youth Programs; Future Homemakers of America; Girl Scouts of the United States of America (USA); Girls Clubs of America; National Board of Young Men's Christian Associations; National Board of Young Women's Christian Association of the USA; and United Neighborhood Centers of America. Section 1 is an analysis of the responses of the 1,816 corporate units of the National Youth Serving Agencies which yields a national view of the Youth Employment Programs. Results are divided into data referring to youth, programs, funding, and future programs. Section 2 contains an analysis of each agency in this format: sample size and return rate, youth served, programs, program funding, and future program plans. In both sections information presented refers to youth employment programs during three periods: the past (1975-77), recent past (1978), and future. (YLB)

ED 192 076

CE 026 612

Program Process, Costs and Consequences: A Comparative Analysis of YCCIP Enrichment, and a Guidebook for the Enrichment of Labor-Intensive Work Projects.

Osoro and Assoc., Bellingham, Wash.

Spons Agency—Office of Youth Programs (DOL), Washington, D.C.

Pub Date—80

Note—130p.; Photographs deleted due to irreproducibility.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Community Involvement, Community Programs, Comparative Analysis, *Cost Effectiveness, *Enrichment Activities, Federal Programs, Input Output Analysis, Job Skills, Job Training, *Neighborhood Improvement, Program Design, Program Development, Program Evaluation, Success, *Work Experience Programs, Youth, *Youth Programs

Identifiers—Civilian Conservation Corps, Washington (Bellingham), *Youth Community Conservation Improvement Project

This document contains (1) a monograph investigating and describing conditions under which it is cost-beneficial to operate an enriched YCCIP (Youth Community Conservation and Improvement Project) design and (2) a guidebook to work project enrichment. The first sections of the monograph focus on the attributes of an enriched YCCIP activity in Bellingham, Washington, and analyzes enrichment, its costs, risks, and consequences. Subsequent sections combine a description of a parallel, non-enriched labor-intensive comparison site with a comparative evaluation of the parallel projects. Final sections draw summary conclusions and provide a description of important, probably necessary, conditions which were present in the successfully implemented enriched project's program environment. The three-part guidebook begins with a discussion of the Civilian Conservation Corps, the first enriched labor-intensive work project. Parts 2 and 3 have as their subject the history of the successful enriched project in Bellingham-Whatcom Creek Heritage Park and Maritime Heritage Center Project. Part 2 gives a synopsis of the comparative analysis of this project and a parallel work project to ascertain relative costs and benefits of operating an enriched project design. Part 3 lists and discusses seventeen steps for the development of successful "sweat" (labor intensive) work projects. (YLB)

ED 192 077

CE 026 623

Kuhlman-Harrison, Judy

Experience Based Career Education. Exemplary**Project in Vocational Education. Final Report.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—498AH90020

Pub Date—30 Jun 80

Grant—G07-77-00001-(502)

Note—93p.; Appendix 1 was removed because it contained confidential information.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Behavioral Objectives, Career Awareness, *Career Education, Career Exploration, Demography, Elementary Secondary Education, Experiential Learning, Job Placement, *Occupational Clusters, Postsecondary Education, *Program Development, *Program Effectiveness, Program Implementation, Student Attitudes, *Vocational Education

Identifiers—*Experience Based Career Education, Vocational Education Amendments 1968

This description of the development of the Experience-Based Career Education Program by State Fair Community College in Sedalia, Missouri, lists the objectives: (1) continuing an elementary career education program by providing resource materials to teachers; (2) implementing an in-school experience-based cluster program in high schools; (3) expanding high school skill career education training opportunities and expanding postsecondary, adult, and special education via cluster curriculum individualization; (4) pilot testing and distributing such programs; and (5) providing job and educational placement at all levels. Major accomplishments described include the integration of classroom learning and work experience through individualized projects in community settings, development of learning guides and experience sites, and increased use of employers in teaching capacities. Project problems, publicity and dissemination activities, data collection, and staff utilization and development are outlined. Conclusions are listed based on the analysis of student behavioral indicators (career tests, attitude scales, survey comments, and activity sheets) and student demographic data. The author finds that project objectives were met and student enrollment is representative of the total population. She recommends inservice teacher training and audiovisual workshops and continuation of a resource center. Lists of project materials and experience sites are appended. (MN)

ED 192 078

CE 026 627

Easton, John Q.

A Study of Educational and Job Aspirations and Expectations of High School Seniors.

Spons Agency—Chicago Board of Education, Ill.

Pub Date—80

Note—13p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, 1980). Best copy available.

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Aspiration, College Preparation, *Expectation, Extracurricular Activities, General Education, High Schools, *High School Seniors, *Occupational Aspiration, *Occupations, Participation, Reading Tests, Vocational Education

Identifiers—Illinois (Chicago)

A comparison of the educational and occupational aspirations and expectations of 900 seniors in four Chicago high schools showed that college prep students had the highest educational and occupational aspirations and expectations. Vocational students had the greatest discrepancy between occupational aspirations and expectations, while general education students showed the least discrepancy between aspirations and expectations on either job or educational variables. Data, acquired from a student aspiration questionnaire, raw scores on a reading achievement test, and information from student records, also showed that achievement scores have very low correlations with expectations, but other achievement indices, like class rank, have higher correlations with expectations. Students with higher expectations for education and jobs are more active in extracurricular activities and take more mathematics courses. (Tables show the relationship between educational aspirations and educational expectations, occupational aspirations and expectations, correlations among variables, and reading test scores for the students from a large vocational high school, an all-black school in an economically depressed neighborhood, a school with an economically and racially diverse student body, and a white, middle class high school.) (KC)

ED 192 079

CE 026 631

The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.

Education Commission of the States, Denver, Colo.

National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89398-032-3

Pub Date—Oct 75

Note—500p.; Some pages will not reproduce well due to light and broken type. For other NAEP materials in ERIC see the first page of this document.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Adolescents, Adults, Career Choice,

*Career Development, Career Education, *Career Planning, Children, Communication Skills,

*Decision Making, *Employment Potential, Interpersonal Competence, Job Search Methods,

*Job Skills, Measures (Individuals), Self Concept,

Values, Vocational Adjustment, *Vocational

Maturity, *Work Attitudes

This packet of materials provides a copy of the Career and Occupational Development exercises and complete documentation about administration and scoring procedures as released by the National Assessment of Educational Progress (NAEP). NAEP, an information-gathering project, used these exercises to survey the educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) in the learning area of career and occupational development. Introductory materials include an outline of NAEP data collection procedures and tables over-viewing COG released exercises in terms of "assessment coverage." Table 4 gives a complete listing of the sixty-one exercises. Exercises are grouped according to five career and occupational development objectives and their nineteen subobjectives: (1) Prepare for making career decisions, (2) Improve career and occupational capabilities, (3) Possess skills that are generally useful in the world of work, (4) Practice effective work habits, and (5) Have positive attitudes toward work. A key clarifies the exercise identification systems: exercise, scoring, and administration descriptors; and administration times. Each exercise is reproduced exactly as it

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was administered and is followed by a scoring guide. (YLB)

ED 192 080 CE 026 637

Johnson, Beverly L.

Marital and Family Characteristics of Workers, 1970 to 1978. Special Labor Force Report 219. Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—79

Note—85p.; Not available in paper copy due to small print.

Journal Cit—Monthly Labor Review; Apr 1979

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Children, Employed Parents, *Employed Women, Employment, Employment Patterns, *Family Characteristics, *Family Income, *Fatherless Family, Females, Hispanic Americans, Income, *Labor Force, Males, *Marital Status, Occupations, One Parent Family, Preschool Children, Race, Unemployment, Whites

The proportion of women in the labor force continued to grow during 1970-1978; more women headed families and worked despite the presence of children, according to the summary preceding the twenty-three tables which constitute the bulk of this report. Other findings summarized from the statistics are as follows. By 1978, a record 47.7 percent of all wives were working, compared with 40.8 percent in 1970, and the rate of working wives who have children under age eighteen has risen more rapidly than the rate for wives with no dependent children. Also, the proportion of wives (with preschool children) in the labor force has risen by more than the proportion of mothers with school-age children. On average, working wives contribute 25 percent of family income, a proportion that has not changed in twenty years. Unmarried women headed 8.2 million families in 1978, up 48 percent from 1970; their median family income was less than half that of husband-wife families. Since 1970, never-married men and women have made up nearly half of the 16.7 million increase in the labor force, while the number of divorced men and women in the labor force has more than doubled. (Data table statistics are also broken down by race and by Hispanic origin as well as by age, sex, presence and age of children, etc.) (KC)

ED 192 081 CE 026 639

Nuclear Technology Series. Radiation Protection Technician. A Suggested Program Planning Guide. Revised June 80.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-78-0582

Note—70p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Modules, *Nuclear Energy, Postsecondary Education, *Program Development, Program Guides, *Safety, *Technical Education, Technical Occupations

Identifiers—*Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Technology, *Radioactivity

This program planning guide for a two-year post-secondary radiation protection technician program is designed for use with courses 17-22 of thirty-five included in the Nuclear Technology Series. The purpose of the guide is to describe the nuclear power field and its job categories for specialists, technicians, and operators; and to assist planners, administrators, faculty, and industrial and community educational advisors in establishing and conducting relevant training programs. The guide provides a model curriculum plan and suggests methods for adapting the modular materials to curricula tailored to specific localities or employer needs. Also included is information about educational facilities, equipment, staffing, and instructional materials needed for training technicians and operators in this field. Appended material includes the technical spe-

cialty courses and module titles and descriptions; suggested workforce needs survey instrument for radiation protection technicians; equipment list with cost, quantity, and vendor data; and suggested library references and materials. (A master index to the series and other suggested program guides are available—see CE 026 856 and CE 026 640-643.) (LRA)

ED 192 082 CE 026 640

Nuclear Technology Series. Nuclear Reactor (Plant) Operator Trainee. A Suggested Program Planning Guide. Revised June 80.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-76-0356

Note—77p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Modules, *Nuclear Energy, Postsecondary Education, *Program Development, Program Guides, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, *Nuclear Power Plants, *Nuclear Reactors, Nuclear Technology

This program planning guide for a two-year post-secondary nuclear reactor (plant) operator trainee program is designed for use with courses 1-16 of thirty-five in the Nuclear Technology Series. The purpose of the guide is to describe the nuclear power field and its job categories for specialists, technicians, and operators; and to assist planners, administrators, faculty, and industrial and community educational advisors in establishing and conducting relevant training programs. The guide provides a model curriculum plan and suggests methods for adapting the modular materials to curricula tailored to specific localities or employer needs. Also included is information about educational facilities, equipment, staffing, and instructional materials needed for training technicians and operators in this field. Appended material includes the technical specialty courses and module titles and descriptions; suggested workforce needs survey instrument for nuclear technician and reactor operator trainee; equipment list with cost, quantity, and vendor data; and suggested library references and materials. (A master index to the series and other suggested program planning guides are available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 083 CE 026 641

Nuclear Technology Series. Nuclear Materials Processing Technician. A Suggested Program Planning Guide. Revised June 80.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—72p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Modules, *Nuclear Energy, Postsecondary Education, *Program Development, Program Guides, *Technical Education, Technical Occupations

Identifiers—*Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Reactors, Nuclear Technology

This program planning guide for a two-year post-secondary nuclear materials processing technician program is designed for use with courses 23-25 of thirty-five in the Nuclear Technology Series. The purpose of the guide is to describe the nuclear power

field and its job categories for specialists, technicians and operators; and to assist planners, administrators, faculty, and industrial and community educational advisors in establishing and conducting relevant training programs. The guide provides a model curriculum plan and suggests methods for adapting the modular materials to curricula tailored to specific localities or employer needs. Also included is information about educational facilities, equipment, staffing, and instructional materials needed for training technicians and operators in this field. Appended material includes the technical specialty courses and module titles and descriptions; suggested workforce needs survey instrument for nuclear materials processing technicians; equipment list with cost, quantity, and vendor data; and suggested library references and materials. (A master index to the series and other suggested program planning guides are available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 084 CE 026 642

Nuclear Technology Series. Nuclear Quality Assurance and Quality-Control Technician. A Suggested Program Planning Guide. Revised June 80.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—72p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Modules, *Nuclear Energy, Postsecondary Education, *Program Development, Program Guides, *Quality Control, *Technical Education, Technical Occupations

Identifiers—*Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Technology

This program planning guide for a two-year post-secondary nuclear quality-assurance and quality-control technician program is designed for use with courses 26-32 of thirty-five in the Nuclear Technology Series. The purpose of the guide is to describe the nuclear power field and its job categories for specialists, technicians and operators; and to assist planners, administrators, faculty, and industrial and community educational advisors in establishing and conducting relevant training programs. The guide provides a model curriculum plan and suggests methods for adapting the modular materials to curricula tailored to specific localities or employer needs. Also included is information about educational facilities, equipment, staffing, and instructional materials needed for training technicians and operators in this field. Appended material includes the technical specialty courses and module titles and descriptions; suggested workforce needs survey instrument for nuclear quality-assurance/quality-control technicians; equipment list with cost, quantity, and vendor data; and suggested library references and materials. (A master index to the series and other suggested program planning guides are available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 085 CE 026 643

Nuclear Technology Series. Nuclear Instrumentation and Control Technician. A Suggested Program Planning Guide. Revised June 80.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—76p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Instrumentation Technicians, Learning Modules, *Nuclear Energy, Postsecondary Education, *Program Development, Program Guides, *Technical Education, Technical Occupations

Identifiers—*Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This program planning guide for a two-year postsecondary nuclear instrumentation and control technician program is designed for use with courses 33-35 of thirty-five in the Nuclear Technology Series. The purpose of the guide is to describe the nuclear power field and its job categories for specialists, technicians and operators; and to assist planners, administrators, faculty, and industrial and community educational advisors in establishing and conducting relevant training programs. The guide provides a model curriculum plan and suggests methods for adapting the modular materials to curricula tailored to specific localities or employer needs. Also included is information about educational facilities, equipment, staffing, and instructional materials needed for training technicians and operators in this field. Appended material includes the technical specialty courses and module titles and descriptions; suggested workforce needs survey instrument for nuclear instrumentation and control technicians; equipment list with cost, quantity, and vendor data; and suggested library references and materials. (A master index to the series and other suggested program planning guides are available—see CE 026 856 and CE 026 639-642.) (LRA)

ED 192 086 CE 026 644
Nuclear Technology Series. Course 1: Radiation Physics.

Technical Education Research Center, Waco, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEG-0-74-1679

Note—238p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Nuclear Energy, *Nuclear Physics, Postsecondary Education, Quality Control, Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, *Radioactivity

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiation Physics, contains six modules: Introduction to Radiation Laboratory Safety, Basic Radiation Detection and Measuring Equipment, Atomic Structure and Radioactivity, Radioactive Decay and Half-Life, Decay Processes and Schemes, and Basic Properties of Gamma Radiation. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 087 CE 026 645
Nuclear Technology Series. Course 2: Radiation Protection I.

Technical Education Research Center, Waco, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEG-0-74-1679

Note—178p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research

and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accident Prevention, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, *Radioactivity

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiation Protection I, contains six modules: Radiation Exposure and Absorbed Dose Values; Biological Effects of Radiation; Radiation Protection Standards; Internal Dose Calculations; Personnel Monitoring Devices, Ionization Types; and Personnel Monitoring Devices, Chemical Types. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 088 CE 026 646
Nuclear Technology Series. Course 3: Principles of Process Instrumentation.

Technical Education Research Center, Waco, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—300-76-0356

Note—295p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Heat, *Instrumentation, Instrumentation Technicians, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Pressure (Physics), Quality Control, *Technical Education, Technical Occupations, Temperature

Identifiers—Flow Characteristics, Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Reactors, *Nuclear Technology, Thermometers

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Principles of Process Instrumentation, contains eight modules: Temperature-Sensing Devices: Glass-Bulb Thermometers; Temperature-Sensing Devices: Thermocouples; Temperature-Sensing Devices: Resistance Thermometers; Temperature-Sensing Devices: Pyrometers; Basic Principles of Flow Measurement; Pressure-Sensing Devices: Flow-Sensing Devices: Differential-Pressure Flowmeters; and Flow-Sensing Devices: Linear Flowmeters. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-642.) (LRA)

ED 192 089 CE 026 647
Nuclear Technology Series. Course 4: Heat Transfer and Fluid Flow.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-76-0356

Note—219p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Fluid Mechanics, *Heat, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, Thermometers

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Heat Transfer and Fluid Flow, contains nine modules: Basic Properties of Fluids, Fluid Statics, Fluid Dynamics, Heat Transfer by Conduction, Heat Transfer by Convection, Heat Transfer by Radiation, Change of Phase-Boiling, Burnout and Flow Instability, and Reactor Heat Transfer Limits. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guide are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 090 CE 026 648
Nuclear Technology Series. Course 5: Instrumentation and Control of Reactors and Plant Systems.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-76-0356

Note—141p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Instrumentation, Instrumentation Technicians, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Control Systems (Mechanical), Nuclear Energy Occupations, *Nuclear Power Plants, *Nuclear Reactors, Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Instrumentation and Control of Reactors and Plant Systems, contains six modules: Neutron Monitoring Systems, Neutron Sensors, Neutron Flux Signal Conditioning, Control Rod Drives and Indicating Systems, Instrumentation Power Supplies, and Installation of Instrumentation Systems. Each module follows a typical format including the following sections: introduction, module prerequi-

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sites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 091 CE 026 649 Nuclear Technology Series. Course 7: Reactor Operations.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 80
Contract—OEG-0-74-1679
Note—209p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administration, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations
Identifiers—Nuclear Energy Occupations, *Nuclear Power Plants, *Nuclear Reactors, Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Reactor Operations, contains seven modules: Reactor Operator Licenses, Administrative Control for Nuclear Systems, Reactor Operating Experiences, Reactor Startup Procedures, Pressurized Water Operating Characteristics, Boiling Water Reactor Operating Characteristics, and Refueling of Reactors. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 092 CE 026 650 Nuclear Technology Series. Course 8: Reactor Safety.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—May 80
Contract—300-76-0356
Note—178p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accident Prevention, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Safety, *Technical Education, Technical Occupations
Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Reactors, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Reactor Safety, contains five modules: Introduction to Reactor Safety, Reactor Licensing, Reactor Protection Systems, Reactor Emergency

Systems, and Safeguards and Security. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 093 CE 026 651 Nuclear Technology Series. Course 10: Power Plant Systems.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 80
Contract—300-76-0356
Note—307p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Electricity, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations
Identifiers—Nuclear Energy Occupations, *Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Power Plant Systems, contains nine modules: Power Plant Fundamentals, Power Plant Thermal Cycles, Turbines and Generators, Heat Exchangers and Condensers, Pumps, Valves and Piping, Electrical Transmission and Distribution Systems, Power Plant Fundamentals (Fossil Fuel), and Fossil Power Plant Auxiliary Equipment. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 094 CE 026 652 Nuclear Technology Series. Course 11: Radiation Detection and Measurement.

Technical Education Research Center, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—300-76-0356
Note—346p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Instrumentation Technicians, Learning Activities, Learning Modules, *Measurement Equipment, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations
Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, *Radiation Monitors, Radioactivity

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiation Detection and Measurement, contains eight modules: Statistics of Radiation

Counting; Gas-Filled Detectors I: Ionization Detectors; Gas-Filled Detectors II: Proportional Counters; Gas-Filled Detectors III: Geiger-Mueller Counters; Scintillators, Semiconductors and Spectroscopy; External Personnel Dosimeters for Beta-Photon Monitoring; Neutron Detectors, Dosimetry and Activation Analysis; and Radiological Calibration and Standardization. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 095 CE 026 653 Nuclear Technology Series. Course 12: Reactor Physics.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Feb 80
Contract—300-76-0356
Note—289p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Atomic Theory, Learning Activities, Learning Modules, *Nuclear Energy, *Nuclear Physics, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations
Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Reactors, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Reactor Physics, contains eight modules: Neutron Physics; Cross Sections and Reactions; Fission Rate and Reactor Power; Time Independent Nuclear Theory; Time Dependent Nuclear Theory; Reactivity: Fuel Moderator and Control Systems; Internal Effects on Reactivity; and Reactor Operating Characteristics. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 096 CE 026 654 Nuclear Technology Series. Course 13: Power Plant Chemistry.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 80
Contract—300-76-0356
Note—264p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Chemistry, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations, Waste Disposal
Identifiers—Nuclear Energy Occupations, *Nuclear Power Plants, Nuclear Technology, Radioactivity, *Water

This technical specialty course is one of thirty-five

courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Power Plant Chemistry, contains seven modules: Water Quality Control; Raw-Water Treatment; Sources of Impurities in Reactor Water Systems; Water Treatment: Polishing by Ion Exchange, Evaporation, and Demineralization; Water Properties Sensing; Water Analysis of Nuclear Power Plants; and Radioactive Waste Handling: Liquid and Gaseous. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 097 CE 026 655

Nuclear Technology Series. Course 14: Introduction to Quality Assurance/Quality Control.

Technical Education Research Center, Waco, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—300-76-0356

Note—257p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Instrumentation Technicians, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, *Quality Control, Standards, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Introduction to Quality Assurance/Quality Control, contains nine modules: Basic Requirements for Quality Assurance/Quality Control, Definitions and Descriptions of Quality-Assurance/Quality-Control Criteria, Governmental Regulation of Quality Assurance/Quality Control, Technical Regulation of Quality Assurance/Quality Control, Implementation of Quality-Assurance/Quality-Control Programs and Procedures, Application of Quality Assurance/Quality Control to Industry, Techniques and Variations in Quality Assurance/Quality Control, Quality Assurance/Quality Control Records and Documents, and Special Studies in Quality Assurance/Quality Control. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guide are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 098 CE 026 656

Nuclear Technology Series. Course 15: Metallurgy and Metals Properties.

Technical Education Research Center, Waco, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—300-76-0356

Note—252p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Metallurgy, *Metal Working, Postsecondary Education, Quality Control, *Technical Education

Identifiers—Nuclear Power Plants, Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Metallurgy and Metals Properties, contains eight modules: Fabrication Processes for Metals; Chemical Analysis of Metals; Basic Metallurgical Concepts; Properties of Steel; Metallographic Examination; Mechanical Testing; Tensile, Bend Hardness; Mechanical Testing: Impact Nick Break, Fatigue; and Failure Mechanisms in Metals. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 099 CE 026 657

Nuclear Technology Series. Course 17: Radiation Protection II.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—198p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Nuclear Energy, Nuclear Physics, Postsecondary Education, Quality Control, *Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, *Radiation Monitors

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiation Protection II, contains five modules: Film Dosimetry; Thermoluminescent Dosimetry; Radiation Dose Assessment; Personnel Dosimeters; Internal Dose Assessment; and Bioassay Techniques and Recordkeeping for Radiation Protection. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 100 CE 026 658

Nuclear Technology Series. Course 18: Radiological Emergencies.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0582

Note—386p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5,

Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Emergency Programs, Learning Activities, Learning Modules, *Nuclear Energy, Nuclear Physics, Postsecondary Education, Quality Control, *Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiological Emergencies, contains seven modules: General Procedure for Radiological Emergencies, Emergency Equipment for Nuclear Facilities, Surface Contamination-Decontamination, Criticality Control, Control of Radiological Hazards, Emergency Planning for Nuclear Facilities, and Emergency Drills for Nuclear Facilities. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 101 CE 026 659

Nuclear Technology Series. Course 19: Radiation Shielding.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—225p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785 and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accident Prevention, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Radiation, *Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, *Radioactivity

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiation Shielding, contains six modules: General Effect of Radiation Attenuation, Beta and Alpha Particle Attenuation, Neutron Attenuation, Gamma Attenuation, Background Radiation Reduction Techniques, and Backscattering and Wall Scattering of Radiation. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 102 CE 026 660

Nuclear Technology Series. Course 20: Radiological Monitoring Techniques (Radiochemical).

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—306p.; For related documents see CE 026

639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accident Prevention, Course Content, Energy, Instrumentation Technicians, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Technology, *Radiation Monitors, *Radiochemistry

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radiation Monitoring Techniques (Radiochemical), contains seven modules: Radiation Sample Preparation, Liquid; Radiation Sample Preparation, Solid; Air Monitoring Techniques, Particulate; Air Monitoring Techniques, Gaseous; Water Monitoring Techniques, Dissolved Solids; Water Monitoring Techniques, Suspended Solids; and Radiation Monitoring of Biological Samples. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 103 CE 026 661
Nuclear Technology Series. Course 21: Radioactive Materials Disposal and Management.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0582

Note—260p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Energy, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations, *Waste Disposal Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Technology, *Nuclear Wastes, *Radioactivity

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radioactive Materials Disposal and Management, contains seven modules: Radioactive Waste Disposal Procedures, Routine Sampling of Radioactive Waste, Radioactive Waste Disposal Regulations, Measurement of External Radioactive Contamination, Regulations for Transportation of Radioactive Materials, Packaging and Monitoring of Radioactive Materials, Packaging and Monitoring of Radioactive Materials for Shipment, and Leak Tests of Sealed Radioactive Sources. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 104 CE 026 662
Nuclear Technology Series. Course 22: Advanced Radionuclide Analysis.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-78-0582

Note—240p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Chemical Analysis, Learning Activities, Learning Modules, Nuclear Energy, *Nuclear Physics, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, *Radiochemistry

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Advanced Radionuclide Analysis, contains seven modules: Survey of Methods Used in Radionuclide Analysis (Sample Collection and Analysis), Gamma Spectrometry, Alpha Spectrometry, Beta Spectrometry, Radiochemical Methods of Analysis by Liquid Scintillation Counting, Neutron Activation Analysis, and Determination of Specific Nuclides (in the Environment). Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 105 CE 026 663
Nuclear Technology Series. Course 23: Nuclear Chemical Processes.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—317p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Reactions, Energy, Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Power Plants, *Nuclear Technology, *Radiochemistry

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Nuclear Chemical Processes, contains seven modules: Head-End Treatment, Ion Exchange, Solvent Extraction, Precipitation Techniques and Centrifugation, Techniques of Chemical Concentration, Diffusion and Enrichment Process, and Nuclear Waste Handling Processes. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject

matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available. See CE 026 856 and CE 026 639-643.) (LRA)

ED 192 106 CE 026 664
Nuclear Technology Series. Course 24: Nuclear Systems and Safety.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-78-0582

Note—238p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Nuclear Energy, *Nuclear Physics, Postsecondary Education, Quality Control, *Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Reactors, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Nuclear Systems and Safety, contains six modules: Neutron Physics, Cross Sections and Reactions, Fission Rate and Reactor Power, Nuclear Criticality, Nuclear Material Inventory Management Techniques, and Nuclear Plant Safeguards. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 107 CE 026 665
Nuclear Technology Series. Course 25: Radioactive Material Handling Techniques.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-78-0582

Note—295p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for price)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, Safety, *Waste Disposal Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology, *Radioactivity

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Radioactive Materials Handling Techniques, contains eight modules: Glove Box Operations: Fundamentals; Glove Box Operations: Advanced; Master/Slave Manipulators: Fundamentals; Master/Slave Manipulators: Advanced; Remote Sampling Techniques: Radioactive Waste

Disposal Procedures; Packaging and Monitoring of Radioactive Materials for Shipment; and Management of External Radiation Contamination. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 108 CE 026 666

Nuclear Technology Series. Course 26: Nondestructive Examination (NDE) Techniques I. Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—364p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Inspection, Instrumentation Technicians, Learning Activities, Learning Modules, *Mechanical Equipment, Nuclear Energy, Postsecondary Education, *Quality Control, Radiographers, *Technical Education, Technical Occupations

Identifiers—*Nondestructive Testing, Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Nondestructive Examination Techniques I, contains seven modules: Visual Tests, Leak Tests, Hydrostatic Tests, Liquid Penetrant, Fundamentals of Radiography, Radiograph Inspection, and Radiographic Specifications and Code Requirements. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 109 CE 026 667

Nuclear Technology Series. Course 27: Metrology. Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-78-0582

Note—465p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Energy, Learning Activities, Learning Modules, *Measurement, *Measurement Equipment, Measurement Techniques, Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Power Plants, Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear

quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Metrology, contains eight modules: Fundamentals of Metrology; Fixed Gages, Dividers, Calipers, and Micrometers; Gage Blocks, Mechanical Comparators, and Electronic Comparators; Angle Measurement Instruments, Optical Projectors, and Surface Texture Gages; Tolerancing; Calibrations; Statistics Techniques in Metrology; and The Total Measurement System. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 110 CE 026 668

Nuclear Technology Series. Course 28: Welding Inspection.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-78-0582

Note—424p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Inspection, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations, *Welding

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Welding Inspection, contains ten modules: Welding Fundamentals and Processes; Shielded Metal Arc and Oxyacetylene Welding; Tungsten Inert Gas; Metal Inert Gas; and Submerged Arc Welding; Weld Joint Verification; Qualifications; Process Controls; Acceptance Inspection; Filler Materials Control; Weld Repair Control; and Records. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 111 CE 026 669

Nuclear Technology Series. Course 29: Civil/Structural Inspection.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—300-78-0582

Note—279p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Construction (Process), Energy, *Inspection, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Power Plants, Nuclear Technology

This technical specialty course is one of thirty-five

courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Civil/Structural Inspection, contains six modules: Inspection of Construction Operations; Structural Steel Materials, Installation, and Inspection; Concrete Materials; Concrete Preparation, Production, Placement, and Finishing; Concrete Testing and Inspection; and Prestressed Concrete Materials, Fabrication, and Inspection. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 112 CE 026 670

Nuclear Technology Series. Course 30: Mechanical Inspection.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-78-0582

Note—442p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Inspection, Learning Activities, Learning Modules, *Mechanical Equipment, Nuclear Energy, Postsecondary Education, *Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Mechanical Inspection, contains eight modules: Pump Inspection; Pump Functional Testing; Valve Inspection; Piping Inspection; Surface Cleaning Inspection; Protective Coating Inspection; Pressure Vessel Inspection; and Rotating Equipment Inspection. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 113 CE 026 671

Nuclear Technology Series. Course 31: Quality Assurance Practices.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—300-78-0582

Note—288p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Inspection, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, *Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, *Quality-Assurance Practices*, contains eight modules: Overall Quality Assurance Program; Vendor Qualification; Receiving Inspection; Identification, Storage, and Handling of Components, Parts, and Materials; Non-Conforming Materials; Certification and Qualification of Quality Control Inspectors; Auditing for Quality Assurance; and Document Handling, Storage, and Retrieval for Quality Assurance. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 114 CE 026 672

Nuclear Technology Series, Course 32: Nondestructive Examination (NDE) Techniques II. Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—390-78-0582

Note—316p. For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Inspection, Instrumentation Techniques, Learning Activities, Learning Modules, *Mechanical Equipment, Nuclear Energy, Postsecondary Education, *Quality Control, *Technical Education, Technical Occupations

Identifiers—*Nondestructive Testing, Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, *Nondestructive Examination Techniques II*, contains six modules: Fundamentals of Ultrasonic Testing, Operating of Ultrasonic Test Equipment, Fundamentals of Magnetic Particle Testing, Operation of Magnetic Particle Test Equipment, Fundamentals of Eddy Current Testing, and Operation of Eddy Current Test Equipment. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 115 CE 026 674

Strategies for Eliminating Sex Bias and Role Stereotyping.

Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

Pub Date—80

Note—21p. The final lines on each page will not reproduce well due to broken type.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activities, Attitude Change, Educational Planning, Educational Strategies, *Evaluation, Facilities, Faculty Development, Followup Studies, Inservice Teacher Education, Job Placement, Media Selection, *Nontraditional Occupations, *Program Improvement, Pupil Personnel Services, School Community Relationship, *Sex Bias, *Sex Fairness, Sex Role, Sex Stereotypes,

Staff Development, Teacher Attitudes, Test Bias, Textbook Bias, *Vocational Education

Identifiers—Georgia

These activities are suggestions for expanding the scope of activities undertaken to eliminate sex bias and promote nontraditional enrollment. They have primarily been compiled from local applications of vocational education policies in Georgia. Activities are first arranged according to eight major goals dealing with improvement of (1) long-range planning; (2) educational programs; (3) planning and evaluation skills; (4) staff and faculty policies, procedures, and training activities; (5) physical facilities and materials; (6) student personnel services; (7) placement and follow-up services; and (8) community relations. Within each goal activities are arranged according to the same three specific objectives: evaluation of the present status, elimination of old sex bias and sex-role stereotyping practices, and development of new plans and practices which encourage nontraditional enrollments. Descriptions of activities consist of one or two sentences. (YLB)

ED 192 116

Webber, Loydia Phibbs, Susan

The Status of Equity in Vocational Education.

Georgia State Dept. of Education, Atlanta.

Pub Date—80

Note—15p. Paper presented at the Conference, Beyond the Mandates: Economy and Equity (May 21, June 12, and July 18, 1980). Best copy available.

Pub Type—Reports - General (140) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, Educational Discrimination, *Educational Opportunities, *Equal Opportunities (Jobs), Federal Legislation, Females, Labor Force, Salary Wage Differentials, Sex Bias, *Sex Discrimination, Sex Fairness, *Sex Role, Sex Stereotypes, Teacher Attitudes, *Vocational Education, Work Attitudes

Identifiers—Georgia

While it is not clear how much responsibility vocational education bears for the inequities in employment and earning patterns in Georgia, it is clear that men and women do not make vocational choices unencumbered by sex influences. Federal legislation provides mandates to reduce sex stereotyping and discrimination in vocational education. Sex stereotyping leads teachers to assume that males and females possess different sets of abilities, interests, values, and roles. These stereotyped expectations limit opportunities for individual development and lead females to develop unrealistic work attitudes and career plans. Stereotyping also results in increased work pressures for males. Although more women are in the labor force, wage and job segregation still exist. Vocational education programs mirror occupational choices in the labor force. Information from the 1980 Status Report of Males and Females in Vocational Education in Georgia indicates a slow growth toward integration of programs by sex. Wage disparities still exist. The predominance of vocational instructors in teaching areas traditional for their sex and the overwhelming predominance of men at higher administrative levels leads one to conclude that the state and local administration of vocational education in Georgia is almost entirely a male dominated area. (MN)

ED 192 117

Ritz, John M. And Others

Materials and Processes Technology.

Old Dominion Univ., Norfolk, Va. Dept. of Vocational and Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.

Pub Date—Jun 80

Note—193p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Career Planning, Careers, *Ceramics, Course Descriptions, Course Objectives, Employment Opportunities, High Schools, *Industrial Arts, Industrial Education, Industry, Learning Activities, *Manufacturing, *Metals, *Plastics, Safety, Student Organizations, Technology, Units of Study, Work Attitudes

Identifiers—*Materials Technology, Virginia, Woods

This instructional resource guide is intended to assist the industrial arts (IA) teacher in implementing a comprehensive materials and Processes Technology program at the technical level in Virginia

high schools. The course is designed to help students make informed educational and occupational choices and prepare them for advanced technical or vocational programs in a related cluster of occupations. Section 1 discusses Virginia IA curriculum, including mission, goals, instructional objectives, and student organization. Section 2 provides a course description, course goals, suggested outline for content/concepts and topics, and key to guide usage. Thirteen units of study comprise section 3: (1) Materials and Processes Technology, (2) Safety Procedures, (3) Industrial Technology Careers, (4) In-class IA Student Association, (5) Nature of Materials, (6) Classifications of Materials, (7) Properties of Materials, (8) Materials Processing, (9) Plastics, (10) Metals, (11) Woods, (12) Ceramics, and (13) Composites. Each unit supplies this information: tasks, topics, teacher's guide, note, student's performance guide, resources/media, equipment, and supplies. Section 4 lists the resources and supporting media used in the course. Section 5 contains over twenty experiments, activities, and projects. Sources of free or inexpensive information and materials are listed in section 6. The final section provides a Materials and Processes Technology Laboratory Design Concept and IA Education Service Approved Equipment List. (YLB)

ED 192 118

Alfred, Wayne Gray

An Inventory of Job Options for Persons with Upper Extremity Impairments and Less than a College Education. First Edition. Research Report RT-4.

Baylor Coll. of Medicine, Houston, Tex.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date—Jun 79

Grant—16-P-56813/6

Note—97p.

Pub Type—Reference Materials - Directories - Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adults, Adult Vocational Education, Educational Background, Employment, Employment Experience, *Employment Opportunities, *Employment Qualifications, Fringe Benefits, Individual Characteristics, Job Performance, Job Satisfaction, Job Skills, *Occupational Information, Physical Characteristics, *Physical Disabilities, *Vocational Rehabilitation, Wages

Identifiers—Texas (Houston), *Upper Extremity Impairments

This job inventory documents thirty-seven successfully employed, upper-extremity-impaired individuals in Houston, Texas. The inventory format for each contains three sections. The client profile contains basic identifying information, medical and functional data, and vocational information. The job profile presents basic identifying job information, employment requirements, functional and physical demands of the job, and description of duties. The client's job performance by the client's supervisor or employer, client's compensatory or work modifications, wages and benefits, and client's job satisfaction level. These supplementary materials precede the inventory: introduction describing the project and need for participants, potential uses, and two indexes. (Potential uses include use by rehabilitation counselors to develop job options and placement goals, vocational educator evaluators' reference for developing more appropriate work samples, rehabilitation engineers' guide to identifying jobs to be modified or changed, and use by business and industry to determine jobs for handicapped.) One index presents the inventories in ranking order from jobs requiring the least upper extremity functional abilities and general physical demands to those requiring the most. The second categorizes clients according to bilateral or unilateral upper extremity impairments, the ranking from those with least to most functional abilities. Recording forms for the three profiles are appended. (YLB)

ED 192 119 CE 026 682

Trio for Youth. Three Employment and Training Programs.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date—Sep 79

Note—17p; Photographs and sections of small type will not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Computer Assisted Instruction, Dropouts, Economically Disadvantaged, Educationally Disadvantaged, Education Work Relationship, *Employment Programs, Federal Legislation, Job Skills, *Job Training, Out of School Youth, Postsecondary Education, Secondary Education, *Unemployment, Young Adults, Youth, *Youth Employment, *Youth Programs

Identifiers—Comprehensive Employment and Training Act, Job Corps, Learning Works Program, Maryland (Baltimore), PLATO, *Youth Employment and Demonstration Projects Act, Youth Incentive Entitlement Pilot Projects

These three articles describe three programs operating under the Youth Employment and Demonstration Projects Act (YEDPA), a comprehensive endeavor to lower the high rate of joblessness among youth. The first article focuses on the Youth Incentive Entitlement Pilot Projects—popularly called Entitlement—which is an experimental and intensive program. It discusses this first large-scale effort to guarantee employment to a population segment which actively addresses itself to linking education and work. The second paper gives an account of the success of the Job Corps college program through its Advanced Career Training (ACT) program at colleges and postsecondary vocational institutions. The third article presents the story of Baltimore's Learning Works, an example of how a community benefits from a partnership formed by the government and the private sector. It discusses the use of PLATO (Programmed Logic for Automatic Teaching Operations), a teaching computer, by educationally disadvantaged clients to finish their education and learn job search skills. (YLB)

ED 192 120 CE 026 683

Miller, Lorna M., Ed.
Community Service and Continuing Education.
Program Abstracts, Second Edition.

Wisconsin Univ., Madison, Univ. Extension.
Pub Date—80

Note—803p; For a related document see ED 180 345. Not available in paper copy due to marginal print quality.

Available from—Lorna M. Miller, State Administrator, Title 1, HEA, University of Wisconsin, University-Extension, 432 North Lake St., Madison, WI 53706 (\$18.00)

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Adult Education, Career Counseling, Citizen Participation, *Community Development, Community Problems, *Community Services, Cultural Enrichment, Demonstration Programs, Disabilities, *Economic Development, Educational Counseling, Environmental Education, Females, Higher Education, *Human Resources, Innovation, *Natural Resources, Neighborhood Improvement, Older Adults, Program Descriptions, Public Health Identifiers—Higher Education Act Title I

This comprehensive volume of innovative continuing education programs contains complete descriptions of some 750 cross-indexed projects in four general areas—human resource development, natural resource development, economic development, and community development—directed at community problems that can benefit from adult education. It brings together summaries of recent (1979) continuing education activities funded by Title I, Higher Education Act, which were implemented in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands. A table of contents and state index facilitate selection of community service and continuing education activities by program categories, clientele, and geographic areas. Exemplary projects, as designated by the Title I State Administrators, have also been identified. The format for each abstract is as follows: project title; duration; participants; number served; project summary; methods and resources; institutionalization, spin offs, and future plans; materials developed;

project director and address; and Title I Higher Education Act State Administrator. (YLB)

ED 192 121 CE 026 688

Knapper, Christopher K. Copley, Arthur J.
Lifelong Learning and Higher Education: Implications for Teaching.

Pub Date—80

Note—11p; Paper presented at the International Conference of Improving University Teaching (6th, Lausanne, Switzerland, July 9-12, 1980). Available from—Christopher K. Knapper, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *College Role, *Higher Education, Independent Study, *Instructional Improvement, Instructional Innovation, Learning Theories, *Lifelong Learning, *Relevance (Education), *Student Needs

Widespread and rapid changes in society, leading to knowledge and skill obsolescence, have provided impetus for the concept of lifelong education. Learning is not confined to a particular period of life or to formal educational institutions, but is a set of attitudes and skills to be used throughout life and in a wide variety of situations. As such, lifelong learning is distinct from traditional notions of adult education, or even recurrent and continuing education. Although the bulk of learning takes place outside the school, it is in the formal educational institutions that the skills and attitudes essential for effective self-directed learning are first introduced. Since social and economic pressures will continue to bring large numbers of students into the college and university system, it is important to insure that higher education is responsive to new lifelong learning needs. This is perhaps best done by working through existing university teachers and encouraging innovations that place the emphasis on student-centered learning with real life problems, as opposed to traditional, didactic instruction. Instructional developers could play a key role by encouraging research on the relationship between different learning approaches and their relevance to students' needs in the world of work. (Author/YLB)

ED 192 122 CE 026 689

Wyatt, Spencer And Others
In-Service Staff Development/A Basic Content Reading Curricula for ABE Teaching Personnel.
Weber County School District, Ogden, Utah.

Spons Agency—Utah State Board of Education, Salt Lake City.

Pub Date—Jun 80

Contract—00579

Note—464p; Original pages 489-92 were removed because of confidential information.

Available from—Weber County School District, Division of Adult Education, 1100 Washington Blvd., Ogden, UT 84404 (\$15.00)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Education, Adult Educators, *Content Area Reading, Critical Reading, Faculty Development, Formative Evaluation, High School Equivalency Programs, *Inservice Teacher Education, Reading Comprehension, *Reading Skills, Skill Development, Study Skills, *Teacher Improvement, *Teaching Methods, Vocabulary Skills, Word Recognition, Workshops

Identifiers—*Recession
The purpose of a project was to improve, through an inservice staff development program, the teaching of content reading skills in adult basic education and adult high school completion classes. The program provided methods and materials in five reading skill areas: (1) word identification, (2) vocabulary, (3) comprehension, (4) critical and interpretative reading, and (5) reading study skills, especially as these skills are applied to functional content areas. The project used texts and media currently available in classrooms. There were fifteen two-hour sessions devoted to the development of functional reading skills through the use of modeling, discussion, simulation, application, and replication by participants under the direction of the workshop consultants. A formative evaluation was conducted. It included an evaluation of the bi-weekly class, an evaluation of the individual participant's competency to teach functional reading skills to students, and each participant's evaluation of classroom materials he or she developed, along

with the results of their application. (Narrative sections of the report cover less than fifty pages. The course outline and all the materials used in the workshop instruction comprise the remainder of this report. Source and availability of material used is also cited.) (Author/YLB)

ED 192 123 CE 026 695

Levy, Girard W. Field, Jennifer
Solar Energy Employment and Requirements, 1978-1985.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs; Department of Energy, Washington, D.C. Office of Solar Applications.

Report No.—DOE/TIC-11154

Pub Date—Apr 80

Contract—EG-77-G-01-6037

Note—246p; Small type in tables will not reproduce well.

Available from—National Technical Information Service (NTIS), U.S. Dept. of Commerce, 5285 Port Royal Rd., Springfield, VA 22161 (Paper, \$9.25; microfiche, \$4.00)

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Educational Background, Employees, *Employment, Employment Opportunities, *Employment Projections, *Industry, Job Skills, Job Training, Labor Needs, *Labor Supply, Skilled Occupations, Skilled Workers, *Solar Radiation Identifiers—Emerging Occupations

Based on data collected from a mailed survey of 2800 employers engaged in solar energy activities, a study identified the characteristics of establishments engaged in solar work and the number and occupational distribution of persons working in solar energy activities in 1978, and projected solar labor requirements through 1983. The scope of the study included all types of solar energy technologies and applications (space heating and cooling, ocean thermal conversion, photovoltaic conversion, wind conversion and biomass conversion), and all phases of work (research and development, manufacturing, marketing and distribution, and installation and maintenance). The study also identified new job specialties in the solar area, and developed a methodology for projecting short- and mid-term future employment. A mail survey of 500 employees was also conducted to determine the work requirements of their jobs, their special skills, and their education and training. Detailed findings are presented along with five recommended activities for planning for future personnel needs in the solar industry. Appendixes include (1) survey questionnaires, screening form, and cover letter; (2) notes on response rate, establishment population, and nonresponse bias; (3) detailed tabulations; and (4) description of methodology used to formulate manpower projections. (KC)

ED 192 124 CE 026 707

Taylor, Daniel B.
Revitalizing the American Economy: A Research and Development Focus for the 80s. Occasional Paper No. 64.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 80

Note—17p; Paper presented at The National Center for Research in Vocational Education (Columbus, OH, 1980).

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$1.90)

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Economic Development, Educational Development, *Educational Objectives, *Educational Research, Educational Responsibility, Education Work Relationship, Energy, Energy Conservation, Equal Education, Productivity, Public Policy, *School Role, *Vocational Education, Youth Employment

Identifiers—United States

Vocational Education can play a key role in revitalizing the American economy particularly through research and development in four areas: economic development and productivity, equity and access,

youth employment, and energy. It can enhance productivity by identifying innovative vocational education programs successful in enhancing community and economic development, developing entrepreneurship training, aiding in vocational agriculture teacher preparation, developing curricula that addresses community economic development needs, and emphasizing new technologies and leadership development opportunities. Research and demonstration projects can aid in expanding vocational educational opportunities for women, minorities, and handicapped persons. Vocational education can play a key part in reducing youth unemployment by providing in-school and out-of-school programs for disadvantaged youth. It has already begun to respond to emerging industries and technologies needed for the energy crisis. The National Center for Research in Vocational Education can assist in this endeavor by improving national dissemination and utilization of research and development products focusing on the four priorities mentioned above, examining and describing critical issues confronting vocational education, assisting in strengthening the nationwide vocational education research and development system, and improving articulation among education, business, industry, labor, and economic development agencies. (MN)

ED 192 125 CE 026 713

Program Planning in Nebraska for Consumer and Homemaking Education. Suggested Guidelines. Nebraska Univ., Lincoln. Dept. of Home Economics Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education. Pub Date—Jul 80

Note—51p.; Colored background may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Career Education, Consumer Education, *Educational Planning, Foods Instruction, *Home Economics, Home Furnishings, Individual Development, Interpersonal Relationship, *Occupational Home Economics, Postsecondary Education, *Program Development, Secondary Education, Textiles Instruction

This planning guide is intended for use in selecting content from home economics subject matter areas when planning consumer and homemaking education programs for grades 7 through 12. The planning guide is divided into two major parts. The first section focuses on the suggested scope and sequence for each of five home economics subject matter areas taught in the secondary schools. These areas include (1) management and consumerism; (2) human development and interpersonal relationships; (3) housing, furnishings, and equipment; (4) food and nutrition; and (5) textiles and clothing. Also included in part I is a list of concepts that can help in teaching about careers in home economics. The second part of the guide is designed to assist teachers in gaining a fuller understanding of the use of the scope and sequence in planning. Examples are included to help teachers plan balanced programs in home economics. The questions-and-answers section explores some of the possible concerns of teachers in using the planning guide. Included also is a section that addresses implications for adult and continuing education and postsecondary education programs in home economics. (LRA)

ED 192 126 CE 026 722

Cleland, Virginia. And Others

Prospectives for Nursing: A Symposium (May 25, 1979). Nurse Planning Information Series, 15. Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRA-80-40

Pub Date—Aug 80

Note—32p.; Prepared through the Division of Nursing

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Careers, Cost Effectiveness, Delivery Systems, Economics, Environment, *Ethics, Futures (of Society), *Health Services, Hospitals, Medical Services, Medicine, *Nursing, *Nursing Education, Physicians, Technology, Unions

The future of nursing is discussed in these five papers delivered at a symposium in honor of Jessie M. Scott, Director of the Division of Nursing, U.S. Department of Health and Human Services, 1964-1979. In the first article, "Old Dreams—New Vi-

sions," Virginia Cleland reviews the economics of medicine and calls for a new Surgeon General's Report to guide the development of public/professional relationships in nursing, especially the issue of reimbursing nursing services separately from the general hospital bill. The second article, "Toward 1999: Probing Ethical Dilemmas in Nursing's Future," is Milla A. Aroskar's analysis of the concept of justice and ethical issues in health care decisions. In the third paper, "Social and Economic Issues," Luther Christman warns that the level of nursing education must be drastically raised to keep nursing an equal of the other health care professions. The fourth article, "Forces for Forecasting: Biological-Environmental Issues," by Cornelius Kruse, states that environmental regulations must be based on scientific fact and subject to years of research. The final article, "Forces for Forecasting: Organizational Issues," by Dorothy J. Novello, describes the current state of the health care delivery system and poses questions for the future of the nursing profession. (KC)

ED 192 127 CE 026 724

Briggs, Vernon. And Others

An Employment Policy to Fight Recession and Inflation: A Policy Statement by The National Council on Employment Policy. National Council on Employment Policy (DOL), Washington, D.C.

Pub Date—8 Sep 80

Note—51p.; Not available in paper copy due to small, thin type.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, Economic Climate, *Employment, *Inflation (Economics), *Policy, Public Service Occupations, *Unemployment

Identifiers—*Recession

This publication contains An Employment Policy to Fight Recession and Inflation—the policy statement of the National Council on Employment Policy—and three background papers by individual members. The statement addresses these topics: Will the Recession End Inflation?, Which Anti-Recession Measures?, But What About Inflation?, and A Policy of Restraint Recovery. The first background paper is The Need for a Contingent Countercyclical PSE (Public Service Employment) Program. It contains a brief policy review, discusses the rationale for and merits of PSE, and lists steps that need to be taken. Employment Policy for Recessions, the second paper, addresses questions that are being neglected. It looks at the critiques employment policy in the 1973-75 recession and reaches some policy conclusions. The third paper, Getting at Fundamentals in the FY (Fiscal Year) 81 Budget, reexamines basic forces underlying the current economic situation. It considers the basic causes—inflation and unemployment—and proposes a solution involving reduced dependence on foreign energy sources, restrained total expenditures, increased productivity and production, and equitable sharing of the inevitably reduced standard of living. (YLB)

ED 192 128 CE 026 725

Hendrix, William H. Halverson, Vicki B.

Personnel and Background Differences in Organizational Effectiveness. Interim Report for Period 14 June 1976-28 February 1979.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-79-31

Pub Date—Sep 80

Note—93p.; Tables containing small print will not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Adults, *Background, Educational Background, *Employee Attitudes, Employment Experience, Evaluation Criteria, Job Satisfaction, *Military Organizations, *Military Personnel, Organizational Climate, Organizational Communication, *Organizational Effectiveness, Productivity, Self Evaluation (Groups), Sex

Identifiers—*Air Force

An Air Force study examined the relationship between personnel background and several measures of organizational effectiveness. The Organizational Assessment Package (OAS) consisting of 16 background information items and 149 attitudinal items was administered to military and civilian subjects

(4,786) at five Air Force bases representing six major commands. Four factors were selected as dependent variables: general organizational climate, organizational communications climate, job related satisfaction, and perceived productivity. Factor scores were generated for each of the four variables and each subject's factor score for each factor served as the dependent variable in a series of one and two-way analyses of variance. Respondents with longer periods of service and high educational levels and whose supervisors wrote their performance report scored highest on all criteria (except for Organizational Communications Climate). Higher criterion ratings were also affected by whether supervisors used group meetings to solve problems and establish goals and by intended duration of Air Force Service. Officers and civilians scored highest in Job Related Satisfaction and Perceived Productivity. Civilians with graduate work perceived General Organizational Climate highest. Graphs and tables present more detailed analyses of responses, and tables in an appendix (two-thirds of the document) provide analyses of variance based on twenty-two separate criteria. (MN)

ED 192 129 CE 026 726

Underhill, Jane. Ed.

Skills for Adult Guidance Educators. SAGE Hand-

book.

Northwest Regional Educational Lab., Portland,

Oreg.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—Apr 75

Note—78p.; For related documents see CE 026 727-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$9.50; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Career Counseling, Career Guidance, Counseling Services, *Counselor Training, Guidance Programs, Material Development, *Program Development, *Program Implementation, *Skills, Student Personnel Services

Identifiers—Adult Career Education Counseling Project

This handbook is part of the materials in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different program settings, target populations, and local conditions. Recommended for all users of the materials as an aid in getting maximum benefit from use of the total system, the handbook provides information relative to project replication procedures, understanding of SAGE materials, and usability of the training system in local educational settings. Prime emphasis is placed on the establishment and implementation of adult student personnel programs. Section I presents perspectives and orientation to the Adult Career Education Counseling Project, which developed SAGE. Section 2 explains the interrelationships among the documents comprising the system: Handbook, Twelve Packages, and Answer Key. (These materials are available separately.) Two subsections catalog information on general titles of packages, role statements, and modules. Section 3 articulates the project's training model for module development. It suggests specific steps for individual module-development activities with recommendations for program implementation and evaluation. Section 4 describes the project's conceptual model, which is based on psychological premises of life stage, life style, life space, and life planning. It discusses the project's assumptions about the dynamics of human behavior. (YLB)

ED 192 130 CE 026 727

Underhill, Jane. Ed.

Skills for Adult Guidance Educators. SAGE An-

swer Key.

Northwest Regional Educational Lab., Portland,

Oreg.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—Apr 75

Note—112p.; For related documents see CE 026 726-739. Not available in paper copy due to col-

ored paper.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$10.50; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Counseling, Adult Education, Answer Keys, Career Counseling, Career Guidance, Counseling Services, *Counselor Training, *Guidance Programs, *Program Development, *Program Implementation, *Skills

This answer key is part of the materials in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different program settings, target populations, and local conditions. The purpose of the key is to provide answers to the pre- and/or postassessment sections of the modules found in the twelve packages. (Other materials are available separately.) There are three types of answer keys: (1) specific keys, (2) generalized suggestions or guidelines, and (3) no specific right or wrong answers. The first type of answer key has specific answers to the assessment sections. The second type contains suggested guidelines but are not technically considered right or wrong. The third type is provided for community-based modules and are designed to be adapted to local community needs. (YLB)

ED 192 131

CE 026 728

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 1: Guidance and Counseling: Theory and Techniques.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—63p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$4.65; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, Career Guidance, Counseling, Counseling Services, *Counseling Techniques, *Counseling Theories, *Counselor Training, Guidance, Guidance Programs, *Individual Counseling, *Interviews, Learning Activities, Pretests Posttests, Program Development, Program Implementation, Self Concept, Skills

This package is the first of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include eleven modules that pertain to three role statements. The role statements describe the trainee objectives to demonstrate (1) ability to differentiate between the concepts of guidance and counseling (1 module), (2) articulation of personal counseling theory and its theoretical basis (3 modules), (3) ability to carry out a one-to-one counseling session (5 modules), and (4) ability to conduct a guidance interview to achieve a specific end (2 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 132

CE 026 729

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 2: Skills in Group Counseling.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—75p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$3.85; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Career Counseling, Career Guidance, *Classification, Counseling Services, *Counselor Training, *Group Counseling, *Group Dynamics, Groups, Group Structure, Guidance Programs, Learning Activities, Program Development, Skills

This package is the second of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include four modules that pertain to one role statement. The role statement describes the trainee objective to demonstrate ability to structure and conduct group counseling sessions. Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, and postassessment. Appended materials (supplemental informational articles) may be used with all or individual modules. (YLB)

ED 192 133

CE 026 730

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 3: Retirement and Leisure Counseling.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—19p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$3.90; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, *Aging (Individuals), Behavioral Objectives, Career Counseling, Career Guidance, Counseling Services, *Counselor Training, Guidance Programs, Learning Activities, *Leisure Time, Older Adults, Pretests Posttests, Program Development, Program Implementation, *Recreational Activities, *Retirement, Skills

This package is the third of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include four modules which pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) ability to counsel with client regarding retirement plans (2 modules) and (2) ability to counsel with client regarding leisure time and avocational activities (2 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 134

CE 026 731

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 4: Career Development

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—20p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$4.00; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, *Career Development, Career Guidance, Counseling Services, *Counselor Training, *Decision Making, Guidance Programs, Learning Activities, Pretests Posttests, Program Development, Program Implementation, Skills

This package is the fourth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include four modules that pertain to one role statement. The role statement describes the trainee objective to demonstrate awareness of career patterns and mid-career changes. Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 135

CE 026 732

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 5: Toward Interracial and Intercultural Understanding.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—69p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$4.70; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, Career Guidance, Communication (Thought Transfer), Counseling Services, *Counselor Training, *Cultural Awareness, Guidance Programs, Learning Activities, *North Americans, Pretests Posttests, Program Development, Program Implementation, Racial Attitudes, *Racial Relations, Skills, *Social Behavior

Identifiers—*Chicanos

This package is the fifth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include three modules that pertain to one role statement. The role statement describes the trainee objective to demonstrate awareness of various racial, ethnic, economic, and age groups. Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

28 Document Resumes

ED 192 136 CE 026 733

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 6: Identifying Community Resources.
Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—64p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$5.00; complete set of fourteen volumes, \$61.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, Career Guidance, *Community Resources, *Community Surveys, Counseling Services, *Counselor Training, Guidance Programs, Learning Activities, *Needs Assessment, Pretests Posttests, Program Development, Program Implementation, *Public Agencies, Skills

This package is the sixth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include eleven modules that pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) knowledge of community resources agencies (7 modules) and (2) ability to conduct a needs assessment survey to determine adult education guidance and counseling needs in the community (4 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 137 CE 026 734

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 7: Exploring the Labor Market and Discrimination.
Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—60p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$2.40; complete set of fourteen volumes, \$61.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Affirmative Action, Behavioral Objectives, Business, Career Counseling, *Career Guidance, *Civil Rights Legislation, Counseling Services, *Counselor Training, Employment Opportunities, Employment Programs, Ethnic Discrimination, Females, Guidance Programs, Industry, Job Placement, *Labor Market, Learning Activities, Pretests Posttests, Program Development, Program Implementation, *Racial Discrimination, Sex Discrimination, Skills, Stereotypes

This package is the seventh of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include ten modules that pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) ability to interact with local businesses, industry, and unions (8 modules) and (2) awareness of problems such as alienation, stereotyping, and racial discrimination encountered in a work environment (2 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materi-

als (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 138 CE 026 735

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 8: Designing and Coordinating the Adult Counseling and Guidance Program.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—54p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$4.65; complete set of fourteen volumes, \$61.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, Career Guidance, *Cooperative Planning, *Coordination, Counseling Services, Counselor Role, *Counselor Training, *Guidance Programs, Learning Activities, Pretests Posttests, *Program Design, Program Development, Program Implementation, Skills

This package is the eighth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include seven modules that pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) ability to incorporate an adult counseling and guidance program into a general adult education program (4 modules) and ability to coordinate an adult counseling and guidance program as an integral part of an adult education program (3 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 139 CE 026 736

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 9: Using the Team Approach in Adult Counseling and Guidance Programs.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—74p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$5.10; complete set of fourteen volumes, \$61.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, *Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, Career Guidance, *Counseling, Counseling Services, *Counselor Training, *Guidance Programs, Learning Activities, *Paraprofessional School Personnel, Pretests Posttests, Program Development, Program Implementation, Skills, Teacher Participation, *Teamwork

This package is the ninth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include six modules that pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) ability to manage learning activities for counselor aides (paraprofessionals) in adult counseling programs (3 modules) and (2) ability to develop a team approach with administrators, teachers, paraprofessionals, resource agencies, etc.,

in adult counseling and guidance programs (3 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 140 CE 026 737

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 10: Retention and Followup of Adult Students.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—76p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$5.40; complete set of fourteen documents, \$61.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, *Adult Students, Behavioral Objectives, Career Counseling, Career Guidance, Counseling Services, *Counselor Training, Data Analysis, Data Collection, *Followup Studies, Guidance Programs, Learning Activities, Pretests Posttests, Program Development, Program Implementation, Reports, *School Holding Power, Skills

This package is the tenth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include seven modules which pertain to two role statements. The role statements describe the trainee objectives to demonstrate (1) ability to coordinate activities related to retention of adult students (1 module) and (2) ability to establish short-term (1-2 years) and long-term (5-10 years) followup studies of adult students (6 modules). Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 141 CE 026 738

Underhill, Jane, Ed.

Skills for Adult Guidance Educators. Package 11: Selecting Assessment Instruments.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—34p.; For related documents see CE 026 726-739.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$4.25; complete set of fourteen volumes, \$61.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, Career Guidance, Counseling Services, *Counselor Training, Guidance Programs, Learning Activities, *Measures (Individuals), Pretests Posttests, Program Development, Program Implementation, Skills, *Student Educational Objectives, *Testing, Test Norms, *Test Selection

This package is the eleventh of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include four modules that pertain to one role statement. The role statement describes the trainee objective to demonstrate ability to assist adult students in educational program planning. Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities,

postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 142 CE 026 739

Underhill, Jane, Ed.
Skills for Adult Guidance Educators. Package 12: Proposal Writing.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 75

Note—61p.; For related documents see CE 026 726-738.

Available from—Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 (\$4.60; complete set of fourteen volumes, \$61.00)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Counseling, Adult Education, Behavioral Objectives, Career Counseling, Career Guidance, Counseling Services, *Counselor Training, Guidance Programs, Learning Activities, Pretests Posttests, Program Development, Program Implementation, *Proposal Writing, *Research Design, Skills, Vocabulary

This package is the twelfth of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include four modules that pertain to one role statement. The role statement describes the trainee objective to demonstrate awareness of adult education terminology and proposal-writing procedures. Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

ED 192 143 CE 026 771

Welch, Frederick G., Ed.
Trade and Industrial Education Course of Study for Appliance Repair.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education; Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Pub Date—Jun 80

Note—411p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Adult Education, Appliance Repairers, *Appliance Repairing, Course Objectives, Course Organization, Curriculum Guides, *Electrical Appliances, Hand Tools, *Home Furnishings, Job Analysis, Job Skills, Learning Activities, Postsecondary Education, *Refrigeration, Secondary Education, Skill Analysis, Skilled Workers, Task Analysis, *Trade and Industrial Education

Designed for use by instructors of appliance repair to help establish a uniform curriculum, this manual presents a basic course of study. Individual instructors can add or delete jobs or lessons to suit their particular teaching situations. Contents include the course philosophy, listing of course objectives and activities to achieve them, plan of instructional practice, listing of appliance repair reference materials, bibliography, listing of resources for visual aids, and course outline. These seven units are included: orientation, basic electricity, basic shop tools, laundry equipment, kitchen equipment, and refrigeration. Job sheets, operation sheets, information sheets, and assignment sheets are provided. Job sheets (student practice in developing skill competencies) define materials and tools needed, competence procedures/steps cross-indexed to related operation sheet(s), and method of evaluation. Operation sheets, supplementing job sheets and indicating how to perform skill competency operation necessary to complete assigned jobs, include competency, objective, and competence-procedures/steps. Information sheets supplement job sheets and provide the student with information necessary for completing the assigned jobs with the

highest possible degree of understanding. Sample assignment sheets provide the student with mental activities necessary to learn the "knowing" that accompanies the "doing" of a trade. (YLB)

ED 192 144 CE 026 773

Norman, Colin
Microelectronics at Work: Productivity and Jobs in the World Economy. Worldwatch Paper 39.

Worldwatch Inst., Washington, D.C.

Pub Date—Oct 80

Note—64p.

Available from—Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036 (ISBN: 0-916468-38-0, \$2.00)

Pub Type—Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Automation, Economics, *Electronics Industry, *Employment Opportunities, Futures (of Society), International Relations, *Microcomputers, Obsolescence, Political Issues, *Productivity, Social Problems, *Technological Advancement, Technology, *Unemployment, World Problems

Identifiers—*Microelectronics

A combination of revitalized employment policies, greater industrial democracy, and new ways of distributing both the hours of work and the fruits of technological change are essential if the benefits of the microelectronic revolution are to be equitably shared. Microelectronic technology promises an array of benefits, and the electronic age is already well under way. As it progresses during the last two decades of the twentieth century, it will lead to improvements in productivity in factories and offices, changes in the way information is processed, stored, and communicated, and alterations in the content of many jobs. Differing rates of development of the electronics industry may lead to shifting advantages of competition in the international marketplace. Like all major technological changes, the transition to microelectronics will raise difficult political issues, among which the impact on jobs and employment is the most prominent. (KC)

ED 192 145 CE 026 776

Tindall, Lloyd W. And Others
Puzzled About Educating Special Needs Students? A Handbook on Modifying Vocational Curricula for Handicapped Students.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 80

Contract—300-78-0569

Note—492p.; Small type on some pages will not reproduce well. For related documents see CE 026 488 and CE 027 777-778.

Available from—Wisconsin Vocational Studies Center, University of Wisconsin, 964 Educational Sciences Bldg., 1025 West Johnson St., Madison, WI 53706 (Handbook and Annotated Bibliography, \$24.00; User's Guide, \$6.00; all three, \$30.00)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Community Resources, Curriculum Development, *Curriculum Enrichment, Delivery Systems, Demonstration Programs, *Disabilities, Emotional Disturbances, Guides, *Handicap Identification, Hearing Impairments, *Instructional Improvement, Learning Disabilities, Mental Retardation, Physical Disabilities, Postsecondary Education, *Program Improvement, School Community Relationship, Secondary Education, *Teaching Methods, Visual Impairments, *Vocational Education

Identifiers—*Vocational Assessment

The purpose of this handbook is to help vocational educators and others provide appropriate vocational education for handicapped students through the modification of vocational programs. (A companion user's guide and an annotated bibliography are also available—see Note.) Possible uses include vocational instruction, administration, interagency and interprofessional cooperation, preservice education, inservice education, and research. Chapter 1 is an introduction. Chapter 2, Working with Others, examines the process for working with resource persons while teaching special needs students. It also covers potential resources located inside the school and out in the community. Chapters 3-8 deal with these specific handicapping conditions: emotional impairments of learning, learning disabilities, men-

tal retardation, visual impairments, hearing impairments, and physical impairments. Each chapter is divided into three parts: (1) recognition of handicapped students, (2) strategies to modify vocational programs and to instruct students, and (3) information on existing exemplary programs and techniques already developed in vocational classrooms. Details concerning formal and informal vocational assessment are found in chapter 9. Chapter 10 presents nine models of vocational service delivery to handicapped students. (YLB)

ED 192 146 CE 026 777

Tindall, Lloyd W. And Others
Puzzled about Educating Special Needs Students? User's Guide for the Handbook on Modifying Vocational Curricula for Handicapped Students.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH80042

Pub Date—May 80

Contract—300-78-0569

Note—75p.; For related documents see CE 026 488 and CE 026 776-778.

Available from—Wisconsin Vocational Studies Center, University of Wisconsin, 964 Educational Sciences Bldg., 1025 West Johnson St., Madison, WI 53706 (Handbook and Annotated Bibliography, \$24.00; User's Guide, \$6.00; all three, \$30.00)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Resources, Curriculum Development, *Curriculum Enrichment, Delivery Systems, Demonstration Programs, *Disabilities, Emotional Disturbances, Guides, *Handicap Identification, Hearing Impairments, *Inservice Teacher Education, *Instructional Improvement, Learning Activities, Learning Disabilities, Mental Retardation, Physical Disabilities, Postsecondary Education, *Program Improvement, School Community Relationship, Secondary Education, Teaching Methods, Visual Impairments, *Vocational Education

Identifiers—*Vocational Assessment

Designed to help state and local education administration personnel who are responsible for establishing workshops or inservice training programs on vocational education of handicapped students, this guide contains materials on coordination of the steps necessary for organizing an inservice meeting. (It accompanies the handbook, which is available as CE 026 776.) Chapter 1 relates to the planning of the inservice meeting. Guidelines on such as whom to invite, where to hold the meeting, and evaluation of the meeting are discussed. The remaining chapters provide specific ideas for presenting the materials contained in the handbook. Chapters 2-10 follow the order in which materials are discussed in the handbook: (1) working with others, (2) emotional impairments of learning, (3) learning disabilities, (4) mental retardation, (5) visual impairments, (6) hearing impairments, (7) physical impairments, (8) vocational assessment, and (9) models of service delivery. Each chapter gives suggested activities and suggestions for time scheduling and lists resources. (YLB)

ED 192 147 CE 026 778

Tindall, Lloyd W. And Others
Puzzled about Educating Special Needs Students? Annotated Bibliography: Modifying Vocational Curricula for Handicapped Students.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH80042

Pub Date—May 80

Contract—300-78-0569

Note—145p.; For related documents see CE 026 488 and CE 026 776-777.

Available from—Wisconsin Vocational Studies Center, University of Wisconsin, 964 Educational Sciences Bldg., 1025 West Johnson St., Madison, WI 53706 (Handbook and Annotated Bibliography, \$24.00; User's Guide, \$6.00; all three, \$30.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Ancillary School Services, Annotated Bibliographies, Career Education, Classroom Techniques, Curriculum Development, *Cur-

riculum Enrichment, *Disabilities, Educational Improvement, Educational Legislation, Educational Resources, *Individualized Education Programs, Individualized Instruction, Information Sources, *Inservice Teacher Education, *Mainstreaming, Needs Assessment, Postsecondary Education, Preservice Teacher Education, *Program Administration, Program Descriptions, Program Evaluation, Secondary Education, Student Evaluation, *Vocational Education
Identifiers—Vocational Assessment

This annotated bibliography contains over 450 references divided into fourteen categories dealing with modification of vocational curriculum for the handicapped. It accompanies a handbook and user's guide which are available separately (see note). Section 1 is an introduction. Sections 2-15 contain resources divided into these categories: administration, assessment, career education, curriculum modification, handicapping conditions, individualized education, inservice training, least restrictive alternative, legal issues, mainstreaming, programs, resources, school change, and supportive services. Each entry follows this format: author(s), title, place of publication and publisher, date of publication, and annotation. (YLB)

ED 192 148 CE 026 779
Nuclear Technology Series. Course 5: Introduction to Nuclear Systems.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—OEG-O-74-1679

Note—141p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, *Nuclear Power Plants, *Nuclear Reactors, Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Introduction to Nuclear Systems, contains five modules: Basic Nuclear Reactor Components, Pressurized Water Reactors, Boiling Water Reactors, Primary Cooling Systems, Nuclear Instrumentation, and Nuclear Fuel Cycle. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-642.) (LRA)

ED 192 149 CE 026 780
Nuclear Technology Series. Course 9: Reactor Auxiliary Systems.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—300-76-0356

Note—102p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Reactors, *Nuclear Technology, Support Systems

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Reactor Auxiliary Systems, contains four modules: Containment and Ventilation of Reactors, Spent Nuclear Fuel Storage and Handling Procedures, Emergency Power Systems for Reactors, and Residual and Emergency Cooling Systems for Reactors. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 150 CE 026 782
Nuclear Technology Series. Course 16: Mechanical Component Characteristics and Specifications.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—300-76-0356

Note—166p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, *Mechanical Equipment, Mechanics (Process), *Nuclear Energy, Nuclear Physics, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, Nuclear Power Plants, *Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Mechanical Component Characteristics and Specifications, contains eight modules: Pump Characteristics and Specifications, Piping Characteristics and Specifications, Valve Characteristics and Specifications, Fastener Characteristics and Specifications, Lifting and Handling Equipment Characteristics and Specifications, Rotating Equipment Characteristics and Specifications, Heat Exchanger Characteristics and Specifications, and Pressure Vessel Characteristics and Specifications. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 151 CE 026 783
Nuclear Technology Series. Course 33: Control Systems I.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—300-78-0582

Note—223p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Energy, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—*Control Systems (Mechanical), Nuclear Energy Occupations, *Nuclear Power Plants, Nuclear Technology

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Control Systems I, contains six modules: Introduction to Block Diagrams, Input/Output Devices, Control System Theory, Pneumatic Control Mechanisms, Control Valves, and Process Characteristics. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 152 CE 026 784
Nuclear Technology Series. Course 34: Control Systems II.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—300-78-0582

Note—295p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—*Control Systems (Mechanical)

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Control Systems II, contains seven modules: Introduction to Transfer Functions, Frequency Response Analysis, Combination Control Systems, Controller Tuning, Operational Amplifiers, Microprocessor Utilization, and Microprocessor Programming. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 153 CE 026 785
Nuclear Technology Series. Course 35: Systems and Components.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—300-78-0582

Note—301p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Instrumentation Technicians, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—*Control Systems (Mechanical), Nuclear Energy Occupations, *Nuclear Power Plants

This technical specialty course is one of thirty-five courses designed for use by two-year postsecondary institutions in five nuclear technician curriculum areas: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality-assurance/quality-control technician, and (5) nuclear reactor (plant) operator trainee. This course, Systems and Components, contains seven modules: Electrical Distribution, Instrumentation and Control for Major Plant Components, Recording and Display Devices, Process Control Loops and Devices, Cathode-Ray Tube Systems, Preventive Maintenance for Systems and Components, and Instrument Reliability. Each module follows a typical format including the following sections: introduction, module prerequisites, objectives, subject matter, exercises, materials, procedures, data tables, reference materials, and tests. (A master index and suggested program planning guides are also available—see CE 026 856 and CE 026 639-643.) (LRA)

ED 192 154 CE 026 821

Adamsky, Richard A.
Manage Individualized Instruction.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]
Contract—85-9825

Note—32p. For related documents see CE 026 536-548, CE 026 551, and CE 026 822-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Principles, Behavioral Objectives, *Competency Based Teacher Education, *Individualized Instruction, Learning Activities, Learning Modules, *Program Administration, Program Implementation, Tests, *Vocational Education, *Vocational Education Teachers

Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in effectively managing individualized instruction. It helps the learner become aware of some basic management theory and how that might best be applied to the daily operation of an individualized instruction program. Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objectives; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 155 CE 026 822

Adamsky, Richard A.
Arrange for the Improvement of Vocational Facilities for Individualized Instruction.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]
Contract—85-9825

Note—43p. For related documents see CE 026 536-548, CE 026 551, and CE 026 822-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, *Educational Facilities Improvement, Educational Planning, *Facility Requirements, *Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, Resource Centers, Tests, *Vocational Education, *Vocational Education Teachers

Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in arranging for the improvement of vocational facilities for individualized instruction. Focuses are organization of the vocational facility for individualized instruction and procedures followed to develop a facilities improvement phase-in plan. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 156 CE 026 823

Adamsky, Richard A.
Develop a Module for Individualized Instruction.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]
Contract—85-9825

Note—59p. Some pages with light type will not reproduce well. For related documents see CE 026 536-548, CE 026 551, and CE 026 822-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, *Individualized Instruction, Learning Activities, Learning Modules, *Material Development, Program Administration, Program Implementation, Teacher Developed Materials, Tests, *Vocational Education, *Vocational Education Teachers

Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in developing modules for individualized instruction. Focuses are components considered essential to include in a module and the process to follow to develop an effective module. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 157 CE 026 824

Adamsky, Richard A.
Prepare Valid Performance Objectives.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]
Contract—85-9825

Note—51p. Not available in paper copy due to light and broken type. For related documents see CE 026 536-548, CE 026 551, and CE 026 822-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Individualized Instruction, Learning Activities, Learning Modules, Material Development, *Objectives, Program Administration, Program Implementation, Tests, *Validity, *Vocational Education, *Vocational Education Teachers

Identifiers—*Performance Objectives, Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in preparing valid performance objectives. Focuses are revising existing performance objectives or writing one's own and establishing the validity of both terminal and enabling performance objectives. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 158 CE 026 825

Adamsky, Richard A.
Validate an Occupational Analysis.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]
Contract—85-9825

Note—46p. For related documents see CE 026 536-548, CE 026 551, and CE 026 822-826.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Teacher Education, Individualized Instruction, *Job Analysis, Learning Activities, Learning Modules, Program Administration, Program Implementation, Tests, *Validity, *Vocational Education, *Vocational Education Teachers

Identifiers—Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in validating existing occupational analyses. (Analysis is a process through which the skills, knowledge, and attitudes needed for successful employment are identified.) Focuses are the process used to determine a program's scope, development of skills needed to revise existing analyses, and verification of one's work to produce a valid occupational analysis. Contents include four learning experiences based on three enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 159 CE 026 826

Adamsky, Richard A.
Assist Vocational Personnel Move toward Full Adoption of Performance Based Vocational Education (PBVE).
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—[80]
Contract—85-9825

Note—72p. Not available in paper copy due to light type. For related documents see CE 026 822-825.

32 Document Resumes

CE 026 536-548, and CE 026 551.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Change Agents, *Change Strategies, *Competency Based Teacher Education, *Educational Change, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, Teacher Role, Teachers, Tests, *Vocational Education

Identifiers—Pennsylvania, Vocational Technical Education Consortium States

This module is one in a series of six designed to help vocational educators develop skills needed to make use of the Vocational Technical Education Consortium of States materials and to develop and manage individualized instructional programs. Recommended for use by both pre- and inservice teachers and curriculum development specialist interns, the modules should help them institutionalize performance-based vocational education. The objective of this module is to help develop skill in functioning in the role of change agent. Focuses are knowledge about performance-based vocational education and about change in education, the Pennsylvania plan for effecting the changes needed to institutionalize performance-based vocational education, and the role of the change agent in the plan. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

ED 192 160 CE 026 832

Rhodes, Kenneth B.
Field Testing of the Greenhouse Production Section of a Horticulture Laboratory Record Book for Pennsylvania. Final Report.

Pennsylvania State Univ., University Park.
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pub Date—30 Sep 80
Contract—93-0003
Note—69p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agricultural Education, Educational Research, Floriculture, Greenhouses, *Horticulture, Plant Growth, *Recordkeeping, Secondary Education, *Units of Study, *Vocational Education

Identifiers—Pennsylvania

A study was conducted to develop and field test a greenhouse production record book and unit of instruction for growing potted chrysanthemums. Twenty high schools in Pennsylvania with horticulture departments formed the population for the study. The twenty schools were randomly assigned to four treatment levels: (1) five classes received the greenhouse record book coupled with the potted chrysanthemum units, (2) five classes received only the greenhouse record book, (3) five classes received only the potted-chrysanthemum unit, and (4) five classes received the teacher's own instructional materials. Based on mean crop quality scores and mean test scores it was concluded that the teaching unit was effective in promoting cognitive learning about potted-chrysanthemum production. The results supported the belief that the students who received the teaching unit would score higher on a cognitive test than students who did not receive the unit. The potted-chrysanthemum unit and the greenhouse record book, when used independently, were effective in helping students to grow higher quality potted chrysanthemums. (The production record book and the evaluation test are appended.) (LRA)

ED 192 161 CE 026 855

Hull, Daniel M.
Development of Curricula for Nuclear Radiation Protection, Nuclear Instrumentation, and Nuclear Materials Processing Technologies. Final Report.

Technical Education Research Center, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 80
Contract—300-78-0582
Note—68p.; For related documents see CE 026

639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856. Contains occasional small print. Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for prices)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Instrumentation Technicians, Learning Modules, *Nuclear Energy, Postsecondary Education, Quality Control, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, *Nuclear Power Plants, *Nuclear Technology

A study was conducted to assist two-year postsecondary educational institutions in providing technical specialty courses for preparing nuclear technicians. As a result of project activities, curricula have been developed for five categories of nuclear technicians and operators: (1) radiation protection technician, (2) nuclear instrumentation and control technician, (3) nuclear materials processing technician, (4) nuclear quality assurance/quality control technician, and (5) nuclear reactor (plant) operator trainee. The total Nuclear Technology Series consists of 236 instructional modules for 35 technical specialty courses. In addition, program planning guides were developed for each of the curriculum areas. (Appended material includes curriculum outlines, course descriptions and module objectives for Nuclear Radiation Production, Nuclear Instrumentation and Control, and Nuclear Materials Processing Technologies.) (LRA)

ED 192 162 CE 026 856

Nuclear Technology Series. Master Index to All 35 Courses of the Nuclear Technology Series.
Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80
Contract—300-78-0582

Note—86p.; For related documents see CE 026 639-672, CE 026 779-780, CE 026 782-785, and CE 026 855-856. Best copy available.

Available from—Center for Occupational Research and Development, 4800 Lakewood Dr., Suite 5, Waco, TX 76710 (Modules are available individually or by course; write for price)

Pub Type—Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Content, Courses, Energy, Indexes, Instrumentation Technicians, *Mechanical Equipment, *Nuclear Energy, *Nuclear Physics, Postsecondary Education, Quality Control, *Safety, *Technical Education, Technical Occupations

Identifiers—Nuclear Energy Occupations, *Nuclear Power Plants, *Nuclear Technology

Designed for use with thirty-five technical specialty courses included in the Nuclear Technology Series, this master index merges all index entries from the thirty-five courses. The index lists for each entry the course and module numbers (underlined), followed by the page number. Figures and tables, when included, are listed by their numbers, followed by the module and page number in parentheses. (LRA)

ED 192 163 CE 026 863

Topouzis, Nicholas J.
Labor and Career Education: Ideas for Action. Handbook of Ideas for Involving and Integrating Labor in Career Education.

Akron Public Schools, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[80]
Contract—300-78-0275
Note—103p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Development, *Career Education, *Curriculum Development, *Educational Cooperation, Education Work Relationship, Elementary Secondary Education, Guidelines, *Inservice Teacher Education, Integrated Curriculum, *Labor, Labor Demands, Labor Eco-

nomics, Program Development, Program Implementation, Resource Centers, School Business Relationship, *School Community Relationship, Unions, Units of Study

Identifiers—Ohio

This handbook provides specific examples of activities and procedures of labor-education collaboration within the context of the career education program. It is intended to help interested communities develop or expand labor's active involvement in the educational process. After an introduction, a section lists a number of concerns shared by organized labor and education. Other brief sections focus on career education as a vehicle for establishing communication with labor, Ohio's career development program, and labor-career education in Akron. Three sections concerning labor resources in education review the general structure and function of the various labor unions found in the community and identify areas of expertise and interests. In the next section guidelines for planning and implementing inservice labor-education programs for educators are provided. Following a section providing direction for developing integrated curriculum units on organized labor, secondary-level labor-education instructional units with sample lessons and objectives are provided. The next section gives examples of additional ways in which labor education can be incorporated into other areas of the school curriculum. A final section provides direction for developing a labor-education multimedia resource center and describes the minimum materials which should be available. A bibliography is provided. (YLB)

ED 192 164 CE 027 159

Klemp, George O., Jr.
The Assessment of Occupational Competence. Final Report: I. Introduction and Overview.
McBer and Co., Boston Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80
Contract—400-78-0028
Note—28p.; For related documents see CE 027 160-165.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Certification, *Competence, Competency Based Education, Court Litigation, Definitions, Educational Testing, Education Work Relationship, Evaluation Methods, *Job Skills, Measurement, Minimum Competency Testing, *Occupational Tests, Personnel Selection, Postsecondary Education, Secondary Education, State of the Art Reviews

Identifiers—*Occupational Competence Assessment, Testing Centers

This introduction and overview is part of a seven-section report that investigates how individual competence is defined and assessed in the settings of education and work. Following background rationale, the first portion develops a definition of competence as "a characteristic of an individual that underlies effective work performance." Focus throughout is on work performance as the target of competence, rather than on the broader area of life performance that subsumes it. Overviews are provided of the individual chapters: (1) Competence Assessment and Personnel Selection; Current Practices and Trends, (2) Assessment Centers: Theory, Practice, and Implications for Education, (3) Competence Assessment for Certification in the Professions, (4) The Definitions and Measurement of Competence in Higher Education, (5) Competence Assessment and the Courts: An Overview of the State of the Law, and (6) Summary: A Synthesis of Issues. The issues identified and described briefly here are the definition of competence, the discrepancy between actual practice and ideal practice, the definition of validity, barriers to improving the state of the practice, and implications for curriculum content. Each of the six chapters is available separately—see note. (LRA)

ED 192 165 CE 027 160

Harlan, Anne And Others
The Assessment of Occupational Competence. I. Competence Assessment in Personnel Selection: Current Practices and Trends.

McBer and Co., Boston Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 80
Contract—400-78-0028
Note—191p.; For related documents see CE 027

159-165.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, *Competence, Employment Qualifications, Evaluation Methods, Job Performance, *Job Skills, Minimum Competency Testing, *Occupational Tests, *Personnel Evaluation, *Personnel Selection, Predictive Measurement, Vocational Aptitude

Identifiers—*Occupational Competence Assessment

One of seven sections of a report that examines the assessment of occupational competence, this chapter presents competence assessment as it is defined in practice by selection techniques currently used by employers. The chapter begins with a discussion of the major techniques used in employee selection, focusing on the competencies employers detect and their measurement properties. The second major portion focuses on the ways in which selection techniques are used as components of selection systems within a variety of organizations. Among the questions addressed here are the following: Do employers actually select on the basis of the competencies they desire in job applicants? How do selection practices vary according to the type of job and level of skill required at entry? What biases enter into selection decisions as a function of the procedures used? To what extent do employers verify the importance of certain competencies to job performance or the effectiveness of their selection procedures? The chapter concludes with a discussion of how organizational realities and other factors affect selection practices and what educators can learn from current trends in these practices. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues.) (LRA)

ED 192 166

CE 027 161

Williamson, Stephen A. Schaalmann, Mary Lou

The Assessment of Occupational Competence. 2. Assessment Centers: Theory, Practice, and Implications for Education.

McBer and Co., Boston Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Contract—400-78-0028

Note—301p.; For related documents see CE 027 159-165.

Pub Type—Information Analyses (070)
EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adults, *Competence, Employment Qualifications, Job Performance, *Job Skills, *Minimum Competency Testing, Occupational Tests, *Personnel Evaluation, *Personnel Selection, Predictive Measurement, Vocational Aptitude

Identifiers—*Occupational Competence Assessment, *Testing Centers

Focusing on assessment centers, this chapter is one of seven in a report that examines the assessment of occupational competence. Assessment centers are presented first in a historical context (their origins in personality theory), through which their evolution is traced and examined. What follows is a description of current assessment center practice, involving a broad sample of presently active assessment centers. The third major portion discusses the process and the results of the assessment center to illuminate the following key issues for the researcher and practitioner: Is the assessment center useful as a method of ascertaining the presence or absence of specified competencies? Does it measure performance potential or current ability? To what use do organizations put the data that they gather on individuals? What are the consequences of implementing assessment centers for the persons who are assessed and for the implementing organizations? The chapter concludes with an examination of the functions assessment centers serve for the organizations that use them. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues.) (LRA)

ED 192 167

CE 027 162

Pottinger, Paul S. And Others

The Assessment of Occupational Competence. 3. Competence Assessment for Occupational Certification.

McBer and Co., Boston Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Contract—400-78-0028

Note—170p.; For related documents see CE 027 159-165.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adults, *Certification, *Competence, Credentials, Education Work Relationship, Employment Qualifications, *Job Skills, Measurement, Minimum Competency Testing, Occupational Tests, *Occupations, *Personnel Selection, Postsecondary Education, Secondary Education, Standards, Vocational Aptitude

Identifiers—*Occupational Competence Assessment

One of seven sections of a report that examines the assessment of occupational competence, this chapter examines the issue of certification from the perspective of the consumer of services performed by the individual possessing the credential. To provide an understanding of the current practice of competence assessment as a component of certification, the first portion of the chapter elaborates the process of how an occupation becomes a profession. In the course of describing the purposes and function of licensing and certification, particular attention is paid to the link between specifying the credential-awarding process and setting the goals that are established for the process. Following a description of the career areas in which certification plays an active role, the definition and measurement of competence is discussed using examples from prominent current practices. Among the key issues addressed in the chapter are the following: What is the relationship between certification and competence? Does certification ascertain minimal performance standards or are there other functions it performs that are more important? And, how do certification procedures direct educational priorities, with reference to the requirements of the world of work? (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues.) (LRA)

ED 192 168

CE 027 163

Huff, Sheila M. And Others

The Assessment of Occupational Competence. 4. The Definition and Measurement of Competence in Higher Education.

McBer and Co., Boston Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Contract—400-78-0028

Note—170p.; For related documents see CE 027 159-165.

Pub Type—Information Analyses (070) — Reports — Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, *Competence, *Competency Based Education, *Demonstration Programs, *Educational Testing, Education Work Relationship, Higher Education, Job Skills, Minimum Competency Testing, Postsecondary Education, Program Descriptions, Secondary Education

Identifiers—*Occupational Competence Assessment

Focusing on the competency based education movement (CBE), this chapter is one of seven sections of a report that examines the assessment of occupational competence. The chapter begins by reviewing the prominent CBE programs, their institutional objectives, and how competencies are identified and assessed. In particular, the degree to which institutional goals influence the identification and assessment process is examined, with traditional programs as a comparison. Some of the questions to which the chapter responds are the following: What are the distinctions between CBE and more traditional programs in the way they go about assessing competence? How does the specification of competencies shape curriculum content? How does the practice of assessment affect student learning? And how do assessment procedures limit or distort the competencies that are defined as curricular objectives? Following the review of the state of the practice, a model for competency definition is introduced. The model becomes the framework for a discussion of the practical directions that institutions of higher education can take in pursuing their goals, within some of the real-world limitations imposed by tradition, the faculty, time, and financial resources. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues.) (LRA)

ED 192 169

CE 027 164

Block, Arthur R. Rebell, Michael A.

The Assessment of Occupational Competence. 5. Competence Assessment and the Courts: An Overview of the State of the Law.

McBer and Co., Boston Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Contract—400-78-0028

Note—138p.; For related documents see CE 027 159-165.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Education, Adults, *Certification, *Competence, Compliance (Legal), *Court Litigation, *Educational Testing, Employment Practices, Employment Qualifications, Higher Education, Job Skills, Minimum Competency Testing, *Occupational Tests, Postsecondary Education, *Selective Admission, Standards, Teacher Certification

Identifiers—Civil Rights Act 1964, *Occupational Competence Assessment

One of seven sections of a report that examines the assessment of occupational competence, this chapter provides a review of how the courts have responded to assessment practices. The difference in the perspectives held by the users and originators of assessment procedures and those held by the courts is developed by examining key court cases which followed upon the enactment of Title VII of the 1964 Civil Rights Act. In light of the courts' present posture, the implications of this difference in perspective are discussed for selection, licensing and certification, and educational assessment. The topics addressed include the use of the diploma or degree as a hiring requirement; the fairness of licensing and certification procedures as gateways to professions, with an emphasis on teacher certification; the use of IQ tests and other measures of general ability for classifying students; minimal competence assessment and the accountability of educational institutions; and the use of graduate school admission tests to select applicants fairly for the limited number of available places. The chapter concludes with a summary of the conditions under which the courts will tend to scrutinize competence assessment practices as well as suggestions for further legal research. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues.) (LRA)

ED 192 170

CE 027 165

Huff, Sheila M. And Others

The Assessment of Occupational Competence. 6. Summary: A Synthesis of Issues.

McBer and Co., Boston Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 80

Contract—400-78-0028

Note—85p.; For related documents see CE 027 159-164.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Certification, *Competence, Competency Based Education, *Educational Testing, Evaluation Methods, *Government Role, *Job Skills, Labor Force Development, Measurement, Minimum Competency Testing, *Occupational Tests, Personnel Selection, Public Policy, State of the Art Reviews, Validity

Identifiers—*Occupational Competence Assessment

The final chapter of a seven-section report that examined the assessment of occupational competence, this chapter explores the key patterns and commonalities that have emerged from the study of occupational competence assessment. The chapter begins with a synthesis of the state of the art of competency definition and measurement under four topic headings: definition of competence (what is measured), derivations of competence variables (how hypothesized competencies are identified), the measurement of competence, and the validity of competencies defined. The synthesis is followed by an in-depth discussion of the themes which emerge from the points of view of the various components of the human resource development system: the consumer, the educational system, licensing and certification, employers, the federal government, and the research and development community. The third major portion of the chapter examines key countervailing forces which present problems for advancing the practice of defining and assessing

competence. The concluding section discusses what the actors in the human resource development system can do to improve the practice of competence assessment through economic incentives, law and regulation, dissemination, government practice, and program evaluation. (Other sections of the report are available separately—see note. The first is an overview; the last is a synthesis of issues.) (LRA)

CG

ED 192 171 CG 014 614

Lang, Janet M.

Rational Emotive Education and the Developmental Stages of Jean Piaget.

Pub Date—6 Jun 80

Note—15p.; Paper presented at the National Conference on Rational-Emotive Therapy (3rd, New York, NY, June 6-8, 1980).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, Change Strategies, Child Development, *Cognitive Processes, Developmental Psychology, *Developmental Stages, Emotional Response, Neurosis, Personality Problems, Psychological Patterns, *Rational Emotive Therapy, State of the Art Reviews, Theory

Identifiers—*Ellis (Albert), *Piagetian Stages

Rational-Emotive Therapy (RET) is predicated on a theory of causality. According to Ellis (1962), beliefs regarding an event, and not the event itself, cause emotional reactions. Mentally healthy persons practice this rational theory of causality. Neurotic persons accept an irrational theory of causality based on coincidental or correlational data. Therapeutic change occurs when irrational theories are tested, refuted, and replaced by rational ones. The ontogenetic development of theories of causality as described by Piaget (1952, 1954, 1960) parallels therapeutic development. Young children possess irrational theories of causality. As they mature, their experiences within a natural environment refute the irrational theories and lead to the development of rational ones. The similarities between developmental and therapeutic progress suggest that rational-emotive educators must be knowledgeable in both cognitive developmental theories and the RET framework. (NRB)

ED 192 172 CG 014 615

Kuykendall, Terrell J. And Others

Revitalized! A Pilot Program in Arts/Aging.

Pinellas County Arts Council, Clearwater, Fla.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—79

Note—82p.

Available from—National Council on the Aging, 1828 L St., N.W., Washington, DC 20036 (\$3.00)

Pub Type—Reports - Descriptive (141) - Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Development, *Art Activities, Art Therapy, Educational Gerontology, Leisure Time, *Older Adults, Pilot Projects, Program Descriptions, Program Development, Program Implementation, *Recreational Programs, *Self Esteem, *Writing (Composition)

This book describes "Revitalize," an arts and aging program developed for the Fine Arts Council of Florida. The rationale behind the program, research involved in its structures, the evolution of ideas, the selection of the Neighborly Center, Inc. as a partner agency, the designation of sites for the program, the choice of artists, and the intent and structure of the program are all examined in the first section. Before Implementation. The next two sections, Implementation and Orientation and Implementation Site-by-Site, present the participating artists' views of the program development and include entries from the artists' journals. The final section contains poems and stories by some of the program participants. (Author/NRB)

ED 192 173 CG 014 616

Herek, Gregory M.

Attitudes Toward Lesbians and Male Homosexuals: A Refined Factor Analytic Approach.

Spons Agency—California Univ., Davis.

Pub Date—80

Note—21p.; Paper presented at the Annual Meeting of the Western Psychological Association (60th, Honolulu, HI, May 5-9, 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Attitudes, *Homosexuality, Individual Characteristics, *Lesbianism, *Negative Attitudes, *Psychological Patterns, *Sex Role, *Social Bias

Identifiers—*Homophobia

In recent years psychological studies of homosexuality have shifted in focus from homosexually-oriented persons to individuals manifesting homophobia, the irrational fear or intolerance of homosexuals. In a pilot study, 130 college students completed a preliminary questionnaire consisting of attitudes toward homosexuals and homosexuality. Two forms of a second questionnaire were administered to 906 college students. The lesbian target questionnaire was completed by 276 females and 161 males. The male homosexual target questionnaire was completed by 282 females and 187 males. Results indicate that, for both sexes and for both targets, a fairly unified conception of homophobia emerges: homophobia can be defined as the belief that homosexuality is sick, wrong, and disgusting; and it poses a danger to society and a threat to the individual. Data analysis offers little in explaining why people hold negative attitudes toward homosexuals. Survey statements are appended. (NRB)

ED 192 174 CG 014 617

Bridges, K. Robert

The Development of an Instrument to Measure Attitudes Toward Education for Parenthood and the Responses of Working- and Middle-Class Students to the Instrument.

Pub Date—80

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (51st, Hartford, CT, April 9-12, 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Attitude Measures, Change Strategies, College Students, High School Students, *Lower Class Students, *Middle Class Students, *Parenthood Education, *Sex Differences, *Social Differences, Test Construction

Identifiers—*Education for Parenthood Attitude Scale

Although many education for parenthood (EP) programs have been developed and implemented, a formal systematic determination of the attitudes of the groups to be served has yet to be conducted. A 110-item Education for Parenthood Attitude Scale (EPAS) was developed to measure attitudes toward EP, and administered to a sample of high school (N=226) and college (N=452) students. Middle-class high school students had significantly more favorable attitudes toward EP than did working-class students, and high school females had significantly more favorable attitudes than males. There were no significant class or gender differences in the college sample. The results suggest that, at least among high school students, there may be more resistance to EP-type programs among members of working-class families and males. It may be that EP requires a specific orientation program for working-class groups and males to modify their attitudes in order to make them more receptive to EP. (Author)

ED 192 175 CG 014 618

Mihlbauer, Therese C. Helms, Janet E.

Effect of Type of Problem and Type of Analogue on Preference for Counselor's Sex.

Pub Date—[79]

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, *Counselor Characteristics, *Counselor Client Relationship, Emotional Problems, *Psychological Characteristics, *Sex Differences, *Sex Role, Student Problems

Clients have preferences regarding desired counselor characteristics and these preferences may influence counseling outcome. One factor that may influence reaction to a counselor is the counselor's

gender. A combination of direct and indirect methods for eliciting preferences was used to examine preference for sex of counselor and to determine if preference is related to students' views of problems as being gender-related. Male (J=60) and female (N=60) college students were assigned to either a male or female counselor description condition. As an indirect measure, subjects read and responded to scenarios describing problems chosen as typically female, typically male, and not gender-related. As a direct measure, subjects indicated for each of 75 problems whether they would prefer to discuss it with a male counselor, female counselor, or if they had no preference. Two open-ended questions on counselor preference were also used. Results indicated that, regardless of measure used or presenting problem, subjects had no definite preference for sex of counselor except when they were forced to choose, in which case, both females and males tended to prefer a female counselor. (NRB)

ED 192 176 CG 014 619

Parker, Delores Eliason, Carol

Adult Counseling for Sex Equity in Post-Secondary Education.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Jul 80

Contract—300-77-0535; 400-78-0005

Note—57p.

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, Adult Students, Attitude Change, *College Programs, College Students, *Counseling Services, *Counselor Role, *Females, Higher Education, Postsecondary Education, *Sex Fairness, State of the Art Reviews, *Student Personnel Workers, Workshops

This monograph concerns the role of the student personnel worker in counseling adult students, especially female students. Reasons why women return to college and their utilization of a student personnel department are reviewed. An analysis of admission requirements for adult students and an outline of institutional activities that promote sex equity are included. Specific recommendations are made for changes that will enhance educational opportunities for women in higher education. It is suggested that colleges must update admissions practices to eliminate barriers for women, employ women as successful role models, design special programs for women, and change existing attitudes and biases regarding the education of women. The appendix contains modules for counselor training workshops that promote sex equity. (NRB)

ED 192 177 CG 014 620

Wolfe, David And Others

Group and Individual Parent Training With Child Abusers.

Pub Date—26 Mar 80

Note—7p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, *Child Abuse, *Child Rearing, Family Counseling, Family Problems, Group Counseling, *Intervention, Parent Child Relationship, *Parent Counseling, Parent Education, *Self Control, Therapy, Training Methods

A behavioral intervention program for child abusers was evaluated using multiple outcome criteria. Families were assigned to treatment (N=8) and control (N=8) on a first-come basis. All families were supervised by protective services and none had requested help voluntarily. A treatment program involving group parent training in the clinic and competency-based training and rehearsal in the home was provided by trained clinical psychology graduate students. The results strongly suggest that training abusive parents in child management and self-control techniques leads to improvements in parent effectiveness as measured by observations of parenting skills and parent/child interactions, par-

ental report of child behavior problems, and caseworker report of family problems. Ten-week follow-up revealed that these improvements were maintained, and at one-year followup no child abuse had been reported to or suspected by caseworkers for those families completing treatment. Findings support the social learning model of child abuse and point to efficient methods by which to train abusive and "at-risk" parents in appropriate child management techniques. (Author)

ED 192 178 CG 014 630
Chan, Adrian
A Self-Help Alternative in Student Legal Services Clinics.

Pub Date—23 Feb 80

Note—12p.; Paper presented at the National Student Legal Services Conference, Plenary Session (3rd, Milwaukee, WI, February 23, 1980). Best copy available.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, College Students, *Counseling Techniques, *Counselor Client Relationship, Counselor Role, Higher Education, *Legal Aid, Legal Problems, *Problem Solving, Self Esteem, *Self Help Programs, State of the Art Reviews, *Therapeutic Environment
Identifiers—*Advocacy Counseling

National surveys reveal that citizens of all age groups, from school age to adult, are ignorant about the law and its practical use in daily life. The advocate counseling model is an integrative approach combining the elements of legal research and therapeutic counseling in order to teach and guide individuals or groups with institutional problems to act as advocates for themselves affirmatively and assertively. Teaching clients to gain maximum control over their lives is the central goal of the model which utilizes certain aspects of therapeutic counseling, including empathy, problem-solving techniques, decision-making strategies, and provision of an atmosphere of affirmative and assertive actions. As clients develop their self-esteem through this process, they are taught the legal research aspect, i.e., the organization of facts and the documentation of incidents with institutions and their personnel who have caused them grief or injury. Assumptions from therapeutic and advocate counseling models increase, university enrollments decrease, and university principles, which are of use as higher education costs increase, university enrollments decrease, and university student legal services face the problem of meeting student legal problems with less monies and resources. (Author/HLM)

ED 192 179 CG 014 631
Hicks, Dale A. Mathis, Andrew G.
Perceived Parenting Patterns and Adult Personality: Implications for Psychotherapy.

Pub Date—Mar 80

Note—29p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Development, Adults, Behavior Patterns, *Parent Child Relationship, Parent Influence, *Perception, *Personality Development, Personality Measures, *Psychological Patterns, Psychotherapy

Identifiers—*Inner Child Inventory, *Parenting

Personality theorists have suggested the critical importance of parenting characteristics on the development of a child's personality. Mischkin's (1963) classification of parenting characteristics and their effects on the adult personality were investigated using an experimental measure, the Inner Child Inventory (ICI), to assess perceived parental characteristics and current personality. The Minnesota Multiphasic Personality Inventory (MMPI) was used as a second measure of personality functioning. Subjects were 150 clients of a university counseling center. Results yielded three clearly distinguishable parenting patterns: (1) overcoercive, perfectionistic, punitive, neglectful parenting; (2) overmissive and overindulgent parenting; and (3) mutually respectful parenting. Multivariate analyses revealed significant personality correlates in respondents associated with each perceived parenting pattern. Findings suggest that parenting patterns are identifiable and have different effects on developing personalities, and that the ICI appears to be a broad pathology indicator and measure of ego strength.

useful for psychotherapy prognosis and planning. (Author)

ED 192 180 CG 014 632
Coleman, Paul R.: Griffith, Mariellen
Beyond the Systems Approach to Family Therapy: An Ecological Perspective.

Pub Date—80

Note—18p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type—Information Analyses (070) — Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Counselor Role, *Ecological Factors, Family (Sociological Unit), *Family Counseling, Family Problems, *Intervention, Models, State of the Art Reviews, *Systems Approach, Therapeutic Environment

A brief review of systems theory provides a rationale for an underlying theoretical model within which systems theory can be more completely understood. The essence of the model is that persons are the major unit of study because the available means of satisfying "basic needs" define and shape interaction patterns in the family as in other human subsets. The basis for the need systems derives from existential theory/philosophy and utilizes a substantial part of Erich Fromm's formulations. The ecological model of family therapy studies all interacting forces that influence a family such as interpersonal, intrapersonal, cultural, political, and economical. The major therapeutic technique is to develop awareness of the forces interacting in a family and assist the family to make changes through a sequential process of (1) understanding, (2) exploration of alternatives, (3) implementation of changes, (4) stabilization, and (5) establishment of support systems. (Author)

ED 192 181 CG 014 633
Zimpfer, David G.
Selection and Training of Paraprofessionals for Counseling and Personnel Work in Education.

Pub Date—Apr 79

Note—55p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Counseling Effectiveness, Counseling Services, *Interprofessional Relationship, Models, *Paraprofessional Personnel, *Personnel Selection, *Program Design, State of the Art Reviews, *Supervision, *Training Methods

Paraprofessionals have been employed in a variety of functions for many years. Recently in the helping services, career employment of paraprofessionals and the rapid unfreezing of the 1960's bias toward a psychodynamic, one-to-one approach offered only by highly trained professionals have allowed paraprofessional roles to expand beyond data-handling and other entry-level activities. Those employing paraprofessionals must develop a plan of systematic training, supervision, and evaluation. A clear specification of the tasks to be performed and the skills needed to perform these tasks can lead to the development of precise criteria for selection and training. Possible training methods include role playing; supervised practice; content lectures; technical task training; human relations skills training; and sensitivity, encounter, or group counseling. Specific attention to the needs of paraprofessionals and individualized training programs can result in greater satisfaction, a stronger sense of identity with program objectives, and more favorable performance evaluations. (Author/HLM)

ED 192 182 CG 014 634
Grossnickle, William F. And Others
Psychological Variables Related to Faculty Attitudes Toward Collective Bargaining.

Pub Date—Mar 80

Note—11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitudes, *Collective Bargaining, *College Faculty, Higher Education, Individual Differences, *Job Satisfaction, Perception, *Predictor Variables, Salaries, *Sex Differences

Most research on faculty collective bargaining has focused on its extent and demographic variables such as age, salary, academic discipline, and rank.

Little has been done to investigate individual differences which correlate with attitudes toward collective bargaining. The external validity of an earlier study done by Bigoness on correlates of faculty attitudes toward collective bargaining (ACB) was investigated using data obtained from 225 faculty members and administrators at a southeastern state university. The dependent variable was the ACB scale used by Bigoness. Independent variables included two measures of job satisfaction developed by Quinn and Staines, Levenson's IPC scale, and demographic variables of academic rank, salary, time employed by the university, and age. From the simple correlations for both men and women and men alone, five of the six best predictors of ACB were attitudinal/perceptual, with salary being the exception. For females, none of the variables correlated significantly with ACB. For both the total sample and for men alone, the three statistically significant predictors were, in order, a measure of job satisfaction, a perceptual measure (Internal Orientation), and one demographic variable (salary). (Author)

ED 192 183 CG 014 635
Marinich, Maria
A National Perspective on Alienation, Involvement, and Victimization in Schools.

Pub Date—Sep 79

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Crime, *Discipline, Elementary Secondary Education, *Fear, National Surveys, State of the Art Reviews, *Student Alienation, Student Behavior, Students, *Violence
Identifiers—*Safe School Study, *Victims

In response to a federal mandate, the National Institute of Education conducted the Safe School Study which examined victimization by violence in schools as a major dependent variable, and included alienation and involvement measures among the independent variables as well as demographic, attitudinal, school, familial, and community characteristics. The data indicated that the proportion of junior high school students reporting attacks was about twice as great as that of senior high students. The risk of serious attack was greatest in urban areas. Those students who were fearful of attack, or who had been recently attacked reported staying home from school or avoiding school areas such as restrooms and certain sites within the school grounds. Fear was much more common in junior than senior high schools. Overall, the findings suggest a need to humanize the nation's schools by providing: (1) more personalized contact among students, teachers, and administrators; (2) smaller classes; (3) more collaborative decision-making procedures; (4) firm, fair, and consistent discipline; and (5) restructure of the grade composition of schools. (Author/HLMN)

ED 192 184 CG 014 636
Harris, Bruce Klein, Kitty
The Effect of Dormitory Design on Assertive Behavior.

Pub Date—Mar 80

Note—14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assertiveness, Behavior Patterns, *Building Design, College Students, *Dormitories, Higher Education, *Personal Space, *Student Behavior

Identifiers—*Crowding, *Helplessness

In recent years the college dormitory has become a popular setting for examining chronic effects of crowding and high density in humans. Possible differences between corridor- and suite-type residents were investigated to examine the degree to which corridor- and suite-design dormitories influence assertive behavior of the residents. It was hypothesized that if corridor-type residents exhibited behaviors consistent with a learned helplessness explanation, they would be less likely than suite-type residents to use assertive behaviors. Results indicated that there were no differences across demographic and biographical variables between suite and corridor residents. However, summed scores on the Rathus Assertiveness Schedule revealed that suite residents

reported being significantly more assertive across a number of settings than corridor residents. In a second controlled laboratory study, data revealed that subjects who actually engaged in assertive behavior in the laboratory reported being more assertive on the Rathus Assertiveness Schedule than subjects who did not assert themselves in the experimental condition. Corridor residents were less assertive than residents living in suite-type dormitories. (Author)

ED 192 185 CG 014 637

Dickinson, Joyce And Others

A Handbook for Comprehensive Guidance Programs. Bulletin 1979, No. 7.

Alabama State Dept. of Education, Montgomery. Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date—15 Jun 79

Note—233p.; Parts of appendix marginally legible. Pub Type—Guides - General (050) — Reports - General (140)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Education, Class Activities, *Counselor Role, Counselors, Elementary Secondary Education, *Guidance Programs, *Learning Activities, Program Design, *Program Development, *Pupil Personnel Services, *Resource Materials, School Counseling
Identifiers—Alabama

This handbook is designed to assist counselors in developing a comprehensive guidance program and is based on the assumption that guidance programs should be an integral part of the total educational system, tailor-made to meet the specific goals and needs of all students. Components include: (1) the role of the counselor; (2) certification and professional development; (3) program planning, implementation, and evaluation; (4) individual and group counseling activities; (5) classroom management activities; (6) job/career placement; and (7) occupational information systems. Each activity section provides a list of activities and their purpose, target audience, learning objectives, equipment or materials, instructions, and evaluation. The appendices contain examples of needs assessment and evaluation instruments. (Author/HLM)

ED 192 186 CG 014 638

DECIDE: Developing Elementary Curriculum for Interdisciplinary Drug Education. A Resource Guide for Teachers. Bulletin No. 5, 1978.

Alabama State Dept. of Education, Montgomery. Pub Date—78

Note—178p.; For related document see CG 014 639.

Available from—Drug Education Unit, 771 South Lawrence Street, Montgomery, AL 36104

Pub Type—Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Curriculum Enrichment, *Drug Education, Drug Use, Elementary Education, Elementary School Teachers, Hygiene, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, *Program Development, *Resource Materials, Teaching Guides
Identifiers—Alabama

This guide is designed to assist elementary school teachers in developing sequential drug education activities for infusion into the general curriculum, particularly in the communicative arts areas. The scope of the materials encompasses health habits, drug use and abuse, drug laws, and treatment/rehabilitation in specific sections entitled "Health and Safety," "Science," and "Social Studies." Each section, delineated by grade level, is organized according to objective, content and learning activities. Narratives, bibliographies, sample student forms, and reviews of audiovisual aids are also included. (HLM)

ED 192 187 CG 014 639

DECIDE: Developing Extensive Curriculum for Interdisciplinary Drug Education. A Resource Guide for Secondary Teachers. Bulletin No. 6, 1979.

Alabama State Dept. of Education, Montgomery. Pub Date—79

Note—240p.; For related document see CG 014 638.

Available from—Drug Education Unit, 771 South Lawrence Street, Montgomery, AL 36104

Pub Type—Guides - General (050)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Curriculum Enrichment, *Drug Education, Drug Use, Hygiene, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, *Program Development, Resource Materials, Secondary Education, Secondary School Teachers, State Departments of Education, Teaching Guides

Identifiers—Alabama

This guide is designed to assist secondary school teachers in developing sequential drug education activities for infusion into the general curriculum, particularly in the communicative arts areas. The scope of the materials encompasses health habits, drug use and abuse, drug laws, and the pharmacology of drugs in specific sections by subject matter. Each section, delineated by grade level, is organized according to objective, content, and learning activities. The narrative provides accurate, current information on the history of drug use/abuse, pharmacology of drugs, social/psychological implications of drug use and drug treatment/rehabilitation. Sections on affective education to assist students in choosing alternatives to drugs, a list of state-wide drug education resource centers and materials, and reviews of drug education audiovisual aids are also provided. (Author/HLM)

ED 192 188 CG 014 640

Berman, Marilyn R.

Variables Associated With Role Conflict between Career and Family.

Pub Date—80

Note—38p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, College Faculty, Comparative Analysis, Higher Education, *Job Satisfaction, *Part Time Faculty, *Role Conflict, *Self Evaluation (Individuals), *Sex Differences, Surveys

Research that attempts to understand the job satisfaction of faculty in higher education has generally focused on full-time teaching faculty. Part-time faculty are responsible for a substantial portion of the total instructional production of the nation's colleges and universities, but to date have been largely unobserved. The job satisfaction and role conflict of full-time and part-time male and female faculty were investigated using the entire teaching faculty at the University of Maryland (College Park campus) as the sample group. Respondents completed the Job-Related Tension Index and a questionnaire containing job satisfaction and role conflict items. Results indicated that part-time faculty expressed greater job satisfaction and less role conflict than full-time faculty. Female faculty experienced greater job dissatisfaction and greater role conflict than male faculty. The most satisfied group was male part-time faculty and the least satisfied group was female full-time faculty. (Author/HLM)

ED 192 189 CG 014 641

Presser, Harriet B.

Social Consequences of Teenage Childbearing.

National Technical Information Service (DOC), Springfield, Va.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No.—SHR-003170

Pub Date—Oct 75

Contract—NO1-HD-2-2038

Note—36p.; Best copy available. Presented at Conference on the Consequences of Adolescent Pregnancy and Childbearing (Bethesda, MD, October 29-30, 1975).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Age Differences, Behavior Patterns, *Birth, Expectation, Females, *Life Style, Mother Attitudes, *Mothers, Occupational Aspiration, *Unwed Mothers

Most research on teenage parenthood is concerned with illegitimacy and its determinants such as attitudes toward sex, contraceptive knowledge and practice, family relationships, and cultural factors. Empirical studies on the consequences of illegitimacy are generally limited to problems of recidivism, school dropouts, and welfare dependency. Whether getting married when very young because of pregnancy is more socially advantageous than being an unmarried parent has never been rig-

orously demonstrated. In initial and follow-up interviews, women who had their first births when they were teenagers were compared to women in their twenties at the time of first birth to examine differences in role aspirations and behavior. Teenage mothers: (1) were less likely to plan the timing of motherhood; (2) found that the onset of childbearing responsibilities had a limiting effect on their role activities; (3) were less likely to realize their work aspirations; and (4) differed from older mothers in that a substantial proportion wanted no more than one child, and a sizeable group wanted four or more children. (Author/HLM)

ED 192 190 CG 014 642

Hunter, Susanne And Others

A Survey of Reasons Why Students Transfer.

Research Report 80-01.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date—Dec 79

Note—34p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Comparative Analysis, *Educational Environment, Foreign Countries, *Institutional Characteristics, *Parent Attitudes, Secondary Education, Secondary School Students, *Student Attitudes, *Student School Relationship, *Transfer Students
Identifiers—British Columbia (Vancouver)

When transferring into Vancouver secondary schools, students complete a "Choice of Schools Request Form," indicating basic demographic data and reasons for the transfer request. Comments from those who talk to transferees, however, raise questions as to the veracity of the information on the forms. Secondary school transfer applicants and their parents were surveyed to identify reasons for transferring. Both students and parents learned about different schools mainly from friends and family. Students transferred to schools to be with friends, satisfy their parents, get a "fresh start," enter particular programs, or attend schools with higher academic standards. Students transferred away because they were moving, disliked the school or classmates, or were expelled. Transferring to a school because the "discipline was more strict" was a reason given frequently by parents, but never given by students. (The appendices contain the sample questionnaires, results of the surveys, and a comparison of student and parent opinions.) (Author/HLM)

ED 192 191 CG 014 643

May, Harold J. And Others

Group Counseling for Foster Parents: Techniques for Growth and Family Development.

Pub Date—27 Mar 80

Note—10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type—Guides - General (050) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Behavior Problems, Child Development, *Counseling Techniques, *Family Relationship, *Foster Children, *Foster Family, *Group Counseling, Leaders Guides, *Parent Role, Role Playing, Social Services

This guide presents a program for group counseling with foster parents who have had preservice training and an orientation to agency procedures. The program consists of six group sessions, each with its own objectives, thematic content, and methods. Counseling methods include group discussion, guided fantasy, and role playing. Thematically, the program is divided into two sections, the first of which focuses on the changes in family structure and dynamics that result from the addition of a foster child. Discussions center on preplacement family planning, meeting the child's developmental needs, techniques to assure adjustment of the child and siblings, and methods of establishing a loving and trusting relationship with the child. The second section is devoted to the special needs of the foster child, particularly those related to the experience of separation. The normal problems of adjustment are discussed, as are the problems of emotionally disturbed children in foster care. Foster parents also learn methods of developing a positive working relationship with the agency and their caseworker. The program organizer recommends follow-up after the program to maintain support and encouragement

for the foster parents. (Author/CS)

ED 192 192 CG 014 644

Marble, Emma H.
An Annotated Bibliography of Journal Literature
Research and Audiovisual Materials Related to
Counseling, Teaching and Understanding
Minorities and the Culturally Different In-
dividual.

Pub Date—[79]

Note—13p.

Pub Type—Reference Materials - Bibliographies
(131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Aids, *Counseling
Techniques, Cultural Differences, *Ethnic
Groups, *Minority Groups, Racial Differences,
*Resource Materials, *Teaching Methods
This annotated bibliography reviews journal articles,
research studies, and audiovisual materials on the
topic of counseling and teaching minority group
members and culturally different individuals. Al-
though many of the journal articles and research
reports are cited in the ERIC data base, the bibli-
ography also reviews films and filmstrips. The materi-
als are arranged according to document type and
then alphabetically by author. (HLM)

ED 192 193 CG 014 645

Bowden, Maryanne Zanna, Mark P.
Perceived Relationship, Sex-Role Orientation, and
Gender Differences in Reward Allocation.

Pub Date—78

Note—17p.; Paper presented at the Annual Con-
vention of the American Psychological Association
(Toronto, Ontario, Canada, August, 1978).
Best copy available.

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, Foreign Countries, *Interac-
tion, *Interpersonal Relationship, Justice, *Per-
ception, *Rewards, *Sex Differences, *Sex Role
Lerner has proposed an equity model used in the
determination of fair allocations which suggests that
if two individuals are perceived as being similar to
and in a positive relationship with each other, there
are two possible rules that give fair allocation of
rewards. If individuals see each other as occupants
of positions the characteristics of which are in-
dependent of any individuals occupying them, and
see each other's behavior as the product of their
respective positions, the equity rule applies. If they
are perceived as persons who might occupy any po-
sition and whose behavior stems from individual
characteristics, an equality or parity rule of allocation
will be followed. A social-perception test of the
influence of personal and positional relationships on
allocations was conducted with male and female
undergraduates. Results indicated that: (1) defini-
tions of relationships are important determinants of
allocation for both sexes; (2) sex differences exist for
traditionally sex-typed individuals only when rela-
tionships are not dependent clearly either on person
or position; and (3) both sexes see allocation of re-
wards as a determinant of future interactions. (Au-
thor/HLM)

ED 192 194 CG 014 646

Solomon, Kenneth
Psychosocial Crises of Older Men.

Pub Date—May 80

Note—17p.; Paper presented at the Annual Meet-
ing of the American Psychiatric Association
(133rd, San Francisco, CA, May 1980).

Pub Type—Information Analyses (070) — Spee-
ches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Androgyny, Emotional Adjustment,
Gerontology, *Individual Development, Interper-
sonal Relationship, Leisure Time, *Males, *Older
Adults, *Psychological Patterns, *Retirement,
Sex Role, *Sexuality, State of the Art Reviews,
Widowed

Retirement is a major issue facing the older
American man. Not only must he give up his work,
a source of identity and self-esteem, the retiree must
also face new relationships with his spouse, chil-
dren, and peers; and he must learn to use leisure
time appropriately. Widowhood is a second major
issue. Aside from deep emotional loss, the widower
must contend with new, normally-feminine roles of
homemaking for which he is ill-prepared. Attention
from other women may be threatening and difficult
to handle. Diseases and disabilities are other threats
to a man's sense of invulnerability. Difficulty ac-
cepting the sick role may prevent older men from

using needed health facilities. Lack of defined role
and the failure to find appropriate informal roles are
additional major issues. Finally, sexuality and the
changes that occur with age often present problems.
The man who has become more androgynous
throughout his life may be better able to adapt to the
various role changes as he ages. It is the role of the
therapist to maximize interpersonal and intrap-
sychic growth that may occur during crises in aging.
(NRB)

ED 192 195 CG 014 647

Clement, Paul W.
A System for Describing Therapeutic Inter-
ventions.

Pub Date—Jun 80

Note—49p.; Paper presented at the Annual Meet-
ing of the Western Psychological Association
(60th, Honolulu, HI, May 5-9, 1980).

Pub Type—Reports - General (140) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Chaining, Change Strate-
gies, *Classification, *Codification, Cues, Docu-
mentation, Information Processing,
*Intervention, *Psychological Services, *Systems
Approach, Therapy

A system for describing the specific elements that
constitute any psychological intervention is pre-
sented. The system includes 39 operations or con-
trolling responses which may be administered by
the psychologist, the client, or both together. Vary-
ing the administration of the operations can provide
over 100 source/operation elements in the coding
system which can be combined in thousands of
unique associations in order to make distinctive
treatment packages. Definitions and examples of
the operations are provided. The 39 operations con-
sist of 8 setting events, 11 cues and prods, 3 primary
behaviors, and 17 consequences. The use of the cod-
ing system is illustrated and data on inter- and intra-
rater reliability are provided. (Author)

ED 192 196 CG 014 648

Austin, David, Ed.
Inter Association Child Care Conference. Confer-
ence Proceedings 1979.

Pub Date—79

Note—154p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Child Caregivers, *Child Care Occu-
pations, Communication (Thought, Transfer),
*Day Care, Emotional Disturbances, Helping Re-
lationship, Nonverbal Communication, Observa-
tion, *Professional Development, *Residential
Schools, *Therapy, Training Methods, *Work-
shops

This publication of the proceedings of the Inter
Association Child Care Conference includes a de-
bate for and against professionalization in the field
of child care. A section on meeting the treatment
needs of children through educational preparation
of child care practitioners discusses background fac-
tors, levels of education for practitioners, cur-
riculum, models and designs, instructional design,
teaching methods, and evaluation methods. Several
conference workshops are described which involve
various programs and instructional techniques for
child care workers, including the use of a life chart,
nonverbal activities, transpersonal communication
skills, and techniques for dealing with emotionally
disturbed children. Other workshops cover residen-
tial programs, supervision techniques, day care staff
training, and administration issues. (NRB)

ED 192 197 CG 014 649

Ryrie, A. C. And Others
Choices and Chances: A Study of Pupils' Choices
and Future Career Intentions.

Hodder and Stroughton, Ltd., Kent (Great Britain).
Spons Agency—Scottish Council for Research in
Education, Scottish Education Dept., Edinburgh.
Pub Date—79

Note—147p.

Available from—Scottish Council for Research in
Education, 15 St. John Street, Edinburgh, EH8
8JR, Scotland

Pub Type—Reports - General (140)

**EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.**

Descriptors—*Adolescents, *Career Choice, Car-
eer Development, *Decision Making, Expecta-
tion, Foreign Countries, High Schools, Parent
School Relationship, Participant Characteristics,
*School Guidance, *Secondary Education, Sec-
ondary School Curriculum, *Student Educa-

tional Objectives

Identifiers—*Scotland

This book is the first result of a research project
involving a study of the process by which young
people move through secondary school into work or
advanced education. The process of subject choice
which takes place at the end of the second year of
the Scottish secondary system and the students' in-
tentions for the future, at this stage, are discussed.
A presentation of recent developments affecting
schooling includes the development of comprehen-
sive education, a more varied curriculum, the raising
of the minimum school leaving age to 16 and the use
of guidance. Developments in society outside the
school are also described. The conditions of the re-
search project are presented, including sample char-
acteristics and a description of the eight schools
involved. Procedures for subject choice are outlined
for each of the schools, and tables which illustrate
subjects chosen by the students are shown. Future
expectations of the students at age 14 are described
and compared. Finally, a discussion is presented on
the significance of school assessment of student
ability, curriculum provisions for academically
disadvantaged students, significance of curriculum
choice, parent-school relationships, and the need for
student guidance services. (NRB)

ED 192 198 CG 014 650

Strickland, Bonnie R.
Clinical and Experimental Research Utilizing the
DACL.

Pub Date—80

Note—27p.; Paper presented at the Annual Meet-
ing of the Western Psychological Association
(60th, Honolulu, HI, May 5-9, 1980).

Pub Type—Reference Materials - Bibliographies
(131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Measures, *Behavior Rat-
ing Scales, *Check Lists, Clinical Psychology,
Correlation, *Depression (Psychology), *Evalu-
ation Methods, *Measures (Individuals), Research,
State of the Art Reviews, Test Reliability, Test
Validity, Therapy

Identifiers—*Depression Adjective Checklists

Since the development of the Lubin Depression
Adjective Check Lists (DACL) in 1965, researchers
have used this instrument in many empirical and
clinical studies. Scores on the DACL have cor-
related with other measures of depression and have
also been related to personal characteristics of de-
pressed individuals. The DACL has been used in
studies to assess depression across time in relation
to physical and psychological conditions such as
insomnia, and in studies of premenstrual mood
change and mood change during pregnancy and fol-
lowing childbirth. Studies on the effects of drugs or
medical treatments have used the DACL to investi-
gate cyclic hormonal levels, response to electrocon-
vulsive shock, alcohol withdrawal, drug intake, pain
perception, and exertion. Evaluation studies of
therapy or behavioral interventions for the treat-
ment of depression often use the DACL. Theoretical
investigations of anger and learned helplessness
have also used the DACL. Ease of administration
and the benefits of matched repeated lists have
provided investigators with a simple method for as-
sessing depression across time and in relation to a
number of concomitant events. (NRB)

ED 192 199 CG 014 651

Valentine-Dunham, Karrie Gipson, Martin T.
A Brief, Preventative Approach to Child Abuse.

Pub Date—May 80

Note—56p.; Paper presented at the Annual Meet-
ing of the Western Psychological Association
(60th, Honolulu, HI, May 5-9, 1980). Best copy
available.

Pub Type—Guides - General (050) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescents, *Child Abuse, Condi-
tioning, Emotional Response, Group Dynamics,
Parent-Child Relationship, *Parenthood Educa-
tion, *Prevention, Role Playing, Secondary Edu-
cation, *Self Control, *Training Methods

A brief overview describes a study in which high
school students were taught to deal effectively with
"crisis incidents" in a pre-parenting program. The
program described involved pretest; training in an-
ger control, alternative responses to stress, and ap-
propriate responses to behaviors; and posttesting.
The study found students could be taught to deal
effectively with critical child behaviors they might
encounter when they become parents. This over-

view is followed by a session-by-session training outline for a preventative approach to child abuse to be used with high school students. Forms and instructions for day-to-day training session exercises, and pre- and post-testing measures are included. (NRB)

ED 192 200 CG 014 656

Women's Dependency on Prescription Drugs; Hearing Before the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House. Report No.—SCNAC-96-1-8

Pub Date—13 Sep 79

Note—108p.; Parts of this document may be marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advertising, Alcoholism, Blacks, *Drug Abuse, Drug Addiction, *Drug Use, *Females, *Hearings, *Physicians, *Rehabilitation Programs, Sedatives, Sex Bias, Stimulants Identifiers—*Congress 96th

This record of the Select Committee on Narcotics Abuse and Control contains testimonies addressing the problems facing drug abusing women. The extensive prescribing of legal drugs such as tranquilizers, sedatives, pain killers, and stimulants is examined. The problems of polydrug abuse and alcohol abuse in combination with other drugs are also explored. A member of Women-Together, Inc., a self-help counseling and peer therapy group, describes her problems with prescription drug abuse and how she worked to overcome addiction. A psychiatrist/psychoanalyst presents testimony on the miseducation of doctors about mind-drugs and on the various advertising policies and gimmicks used by drug companies to attract physician use of their products. Sexism in drug advertising is also discussed. The treatment procedures for drug-dependent women used by various programs are described in testimonies by women associated with those programs. A final testimony concentrates on prescription drug abuse by middle-aged black women. A section on Women and Pills reports on women's vulnerability to prescription drug abuse, lists eight danger signals of addiction, and presents a complete chart of the 12 most abused drugs. (NRB)

ED 192 201 CG 014 657

The Use of Drugs During Pregnancy; Hearing Before the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. House.

Report No.—SCNAC-96-2-2

Pub Date—6 Feb 80

Note—103p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Congenital Impairments, *Drug Abuse, Drug Addiction, Drug Rehabilitation, *Females, Illegal Drug Use, Perinatal Influences, Physical Development, *Pregnancy, *Prenatal Influences, *Rehabilitation Programs

Identifiers—*Congressional Hearings, *Methadone This record of the Select Committee on Narcotics Abuse and Control contains testimonies concerning the use of drugs and drug addiction during pregnancy. The physiological and psychological effects of various drugs on a pregnant woman and her developing fetus are discussed. Various programs created to care for pregnant addicts are described by persons involved in these programs: the pregnant addicts and addicted mothers program (PAAM); the Hutzel Hospital Program for Drug Dependent Pregnant Women; Women, Inc.; and Odyssey House. Testimonies of two clients of the Women's Services Clinic describe drug dependence, prenatal care, methadone maintenance, and child health care. A neonatologist describes the effects of drugs on the fetus and neonate. Discussions on developmental retardation, withdrawal symptoms, crib death incidences, and mortality rates are included. (NRB)

ED 192 202 CG 014 658

Hale, Christiane B. Freese, Margaret P. Adolescent Pregnancy: The Unmet Need for Psychological Research.

Pub Date—29 Mar 80

Note—27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abortions, *Adolescents, *Birth, Contraception, Intervention, Parenthood Education, *Pregnancy, *Prevention, *Research Needs, Sex Education, Sexuality, *Social Planning, State of the Art Reviews

Adolescents contribute nearly 20% of all births in the United States; half of these are unplanned or unwanted. Negative health and socioeconomic consequences are associated with adolescent childbearing, and teenagers account for nearly one-third of all reported therapeutic abortions. Failure to use other than traditional research methods to study antecedents and consequences of teenage pregnancy has resulted in inadequate information for public policy or program development. Age and race comparisons have been made in studies of adolescent sexual behavior; research data point to an increasing number of sexually active adolescents, most of whom do not use contraception regularly or effectively. Studies of social epidemiology of adolescent pregnancies lack quality data from males or couples; reliable data on teenage abortions are also scarce. Productive research by psychologists could be conducted in the areas of developmental issues, antecedents and consequences of adolescent childbearing, and evaluations of programs offering sex education, contraception, abortion, or parenting skills. There is a need for collaborative research efforts by social demographers, epidemiologists, psychologists, and others who could help find viable intervention strategies to reduce unwanted teenage pregnancies. (Author/NRB)

ED 192 203 CG 014 659

Vecchia, Robert P. Employee Growth Need Strength as a Moderator of Relationships Between Job Attributes and Job Satisfaction.

Pub Date—[77]

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Ambiguity, *Employees, Individual Development, Individual Differences, Individual Needs, *Job Satisfaction, *Need Gratification, Personality Traits, *Role Conflict, Role Perception, *Supervisors

Employee growth need strength (EGNS) is defined as a worker's need to obtain "growth" satisfaction from his work. The moderating influence of EGNS on relationships between global job satisfaction and the job attributes of conflict and ambiguity were investigated. Production supervisors (N=57) completed questionnaires on role perceptions, job satisfaction, and EGNS. Results from moderated regression analysis suggest that EGNS significantly influences the relationship between role-conflict and satisfaction, but does not significantly influence the relationship between role-ambiguity and satisfaction. Findings point out the importance of individual differences as a moderator of the relationships between job attributes and employee affective response. Results also contribute to the construct validation of the trait of EGNS. (Author/NRB)

ED 192 204 CG 014 660

Cox, Steven G. Use of Family Counseling Simulation Materials for Training Correctional Counselors.

Pub Date—Mar 80

Note—10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type—Guides - General (050) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Correctional Rehabilitation, *Counselor Training, Emotional Response, *Family Counseling, *Material Development, Models, Observation, Prisoners, *Simulation, Skill Development, *Training Methods

This paper concerning the development of simulation materials for training correctional counselors in

family counseling is oriented toward developing sequential counseling materials which will have positive consequences for the trainees' use. An offender family counseling training module is presented utilizing a series of transparencies depicting human beings in various stages of distress in conjunction with a method for trainees learning to cope with stressful family emotional situations. (Transparencies are not included, nor need they be specific. Any picture depicting human emotion or distress can be developed into a transparency.) The materials are developed so that the following goals may be accomplished: trainees will be able to more easily integrate theory and skill areas; the simulation materials will enhance the probability of retaining that which is learned since the trainees will be asked not only to cognitively grasp the material but also to actually use it experientially; trainees will see an increased value in the learning experience and view the training as being appropriate to their field. (Author)

ED 192 205 CG 014 661

Hetherington, Cheryl Consultation With Campus Agencies: A Preventative Counseling Service.

Pub Date—28 Mar 80

Note—10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Environment, *Consultation Programs, Higher Education, *Prevention, Professional Development, Program Descriptions, Program Evaluation, Program Implementation, *School Counseling, *Student Personnel Workers, *Supervisory Training, Training Methods

Prevention, in the form of consultation with campus agencies, is perceived as an alternative to crisis intervention. The goals of such consultation are to create a healthier, more supportive, growth-producing environment in which individuals can receive help before their life problems become serious enough to warrant professional therapy. This paper briefly describes an on-going collaborative consultative relationship that assists helping professionals in developing a campus-wide training program for University employees. The program involves staff members of the Student Counseling Center, in consultation with the campus Personnel Office, in helping supervisors in various departments to improve efficiency and effectiveness. Entry, assessment, implementation, and evaluation phases of the consultation process are described. (NRB)

ED 192 206 CG 014 662

Birky, Ian T. Childless Males and Their Childbearing Attitudes.

Pub Date—80

Note—15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Rearing, Children, Consumer Economics, *Family Planning, Individual Differences, *Males, *Parent Attitudes, Personality Traits, *Population Trends

Identifiers—*Firo B Scale, *Nowicki Duke Locus of Control Scale

Heretofore, researchers have perceived women as the ones concerned with having children, generally excluding males from their samples. In order to look at male attitudes on childbearing, an investigation was conducted on personality differences between childless males preferring children within five years of marriage and those preferring to delay childbearing for a longer period of time. A pilot study questionnaire located childless males and divided them into two groups of 25 subjects each with respect to preferred childbearing following anticipated or present marriage. Subjects completed the Firo-B, the Nowicki-Duke Internal-External Locus of Control Scale, and a demographic-attitude questionnaire. A significant difference was found, indicating that males preferring to delay childbearing wanted fewer children than those preferring children more immediately. Quantitatively measured attitudes on childbearing were not found to differentiate males of childbearing preferences. Males were found to have realistic attitudes with respect to childbearing

and were enthusiastic subjects who discussed why they preferred children, reasons why persons might not want children, and issues of concern directly related to their own plans for childbearing. (Author/NRB)

ED 192 207 CG 014 663

Nardi, Thomas J.

Retort to Religious Critics of RET.

Pub Date—Jun 80

Note—11p.; Paper presented at the National Conference on Rational-Emotive Therapy (3rd, New York, NY, June 6-8, 1980). Best copy available. Pub Type—Opinion Papers (120)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, *Church Role, *Clergy, *Congruence (Psychology), *Counseling Techniques, Emotional Adjustment, Helping Relationship, Opinions, Philosophy, *Rational Emotive Therapy, *Religious Factors, Therapy

This paper is concerned with people who contact clergymen for counseling who could benefit from the short-term directive therapeutic approach of Rational Emotive Therapy (RET) and the reluctance of clergymen to use RET. The integration of the precepts of Christianity and the concepts of RET is considered. This paper is specifically a response to an article by John Sterner (1977) entitled "Is Rational Emotive Therapy Suitable for Pastoral Counseling?" Distortions of RET, out of context quotes and misquotes of Albert Ellis found in the Sterner article are discussed. Similarities between Ellis' RET and Sterner's Rational Theology are presented. This paper also discusses the use of RET in pastoral counseling and in counseling the religious client. Replacing irrational theology with rational theology is discussed, and a third category, non-rational beliefs, is explained. The article concludes with a brief discussion of Dr. Paul Hauck's (1972) book "Reason in Pastoral Counseling" which illustrates the complementary nature of RET and theology. (NRB)

ED 192 208 CG 014 664

Vinick, Barbara H. Jacobs, Ruth H.

The Displaced Homemaker: A State-of-the-Art Review.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-79-0778

Note—127p.

Pub Type—Information Analyses (070)—Reference Materials—Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Vocational Education, *Displaced Homemakers, *Employment Opportunities, *Females, *Financial Support, Group Counseling, Individual Counseling, Job Training, Nontraditional Occupations, Outreach Programs, Reentry Workers, Skill Analysis, Social Services

The movement to aid displaced homemakers began in 1975 and local programs received funding support from state legislation, Vocational Education, and CETA. There are no definitive statistics on the number of displaced homemakers in the country although the Department of Labor has estimated the number at 4.13 million. Information from 136 local programs reveals that most are affiliated with secondary or post-secondary educational institutions and were established within the last 18 months. Programs reported contact with over 26,500 displaced homemakers, indicating they could serve more. Half the programs had multiple funding and budgets between \$25,000 and \$75,000. Most offer job readiness workshops, skills and career assessment, and individual and group counseling. Displaced homemakers need more job-specific training, financial support while in training, and opportunities in nontraditional occupations. Although displaced homemakers lack confidence in their own abilities, employers are satisfied with their work. The focus of the movement should remain with middle-aged and older women. There is a need for training of displaced homemaker advisors, counselors, and instructors. Program evaluations should consider funding, outreach, services offered, and methods of providing services. (Author/NRB)

ED 192 209 CG 014 665

Smith, Amanda J. And Others

New Pioneers: A Program to Expand Sex Role Expectations in Elementary and Secondary Education. Seminar Leader's Handbook.

North Carolina State Dept. of Public Instruction, Raleigh.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—80

Note—233p.; For related document see CG 013 953.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Counselor Training, Elementary Secondary Education, *Equal Education, Expectation, *Females, Homosexuality, Inservice Teacher Education, Nontraditional Occupations, *Role Perception, *Sex Bias, Sex Fairness, *Teacher Improvement, *Training Methods, Values Education

Identifiers—*New Pioneers Program

This handbook is part of the New Pioneers training program designed to build trust between the sexes and expand roles for women and men. Based on the premise that barriers to equity often involve personal values, this handbook outlines 14 sessions to help educators explore and broaden their own sex-role perceptions and those of students. The seminars described were developed for use by teachers, counselors, administrators, Title IX and Sex Equity coordinators, vocational educators, teacher educators, and community groups. Seminars may be used individually or as a series of informal lectures or small-group sessions. Topics include "Hidden Curriculum," "How Sex Bias Hurts Men," "The Relationship Between Work and Family," and "Male and Female Cultures in the Workplace." Detailed lecture notes, discussion questions, activities, and an evaluation form are provided for each session. (Author/NRB)

ED 192 210 CG 014 666

Pines, Ayala Kafry, Ditsa

Tedium in College.

Pub Date—80

Note—10p.; Paper presented at the Annual Meeting of the Western Psychological Association (60th, Honolulu, HI, May 5-9, 1980).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *College Students, Comparative Analysis, *Educational Experience, *Employment Experience, Environmental Influences, Higher Education, *Professional Personnel, Responses, *Stress Variables, Success

Identifiers—*Boredom

Stress is a major sphere of influence on students that acts as the "invisible curriculum," and affects their reaction and adjustment to the whole college experience. There is a need to obtain systematic data about college students' experience of tedium, a particular form of stress, defined as the experience of physical, emotional, and mental exhaustion created by daily grinding, steady, continuous pressures and unending struggles to achieve unattainable goals. In order to compare students and professionals in terms of their tedium and to investigate various life and work features as tedium correlates, 84 undergraduates and 205 professionals completed a 21-item questionnaire. College students were found to experience more tedium than professionals. They also perceived their school work as more stressful and lacking in rewards relative to the way professionals perceive their work experience. (Author/HLM)

ED 192 211 CG 014 667

Wylie, Mary Lou

Interaction and Role Strain: One-Parent Versus Two-Parent Situations.

Pub Date—14 Aug 79

Note—18p.; Best copy available. Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, Comparative Analysis, *Family Relationship, *Interaction, *One Parent Family, *Parent Child Relationship, Parent Role, Parents, *Role Conflict, *Stress

Variables

The potential for role strain is much greater in single-parent families where one person functions as both caretaker and provider than in the two-parent household where these roles can be shared. Role strain affects the quality of relationships and the interactions between parent and child(ren). It was hypothesized that the role strain felt by single adults with children would be expressed in greater frequency of negative interaction or contact between adult and child. Observations were made of 238 cases of either a single adult with children or a couple with children in locations such as laundromats, stores, churches, parks, and restaurants. Neither the number of adults nor the sex of the single adult was related to the frequency of interaction or contact. The child's behavior was related to both the frequency and the mood of interaction and contact. Findings did not support the idea that role strain of single parents affect parent-child interaction, suggesting that single-parent families may be neither better nor worse than two-parent families, at least in terms of parent-child interaction. (Author)

ED 192 212 CG 014 668

Prosen, Selina Sue

Cognitive/Behavioral Approaches to Stress Management.

Pub Date—Mar 80

Note—11p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980). Best copy available.

Pub Type—Reports - General (140)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Behavior Modification, Behavior Patterns, *Coping, *Counseling Techniques, *Environmental Influences, *Intervention, Models, Patients, *Stress Variables

This article presents a model for analyzing the sources of stress which trouble clients, and for designing cognitive/behavioral counseling interventions pertinent to those sources. The concept of stress as responses to both pleasant and unpleasant stimuli and the consequences of inadequate coping processes are examined. Three major sources of stress are postulated in this model, including: (1) situational (transitional life events and crises); (2) habitual (repetitive behaviors and activities); and (3) temperamental (characteristic anxiety-producing patterns of cognition and behavior). For each source of stress, specific cognitive and/or behavioral counseling strategies are suggested, such as values clarification, goal-setting and prioritization, self-management procedures, relaxation training, and "stress-inoculation" training. (Author)

ED 192 213 CG 014 669

Sheldon, Mary Ramakrishnan, Kollengode R.

Teenage Pregnancy and Teenage Illegitimacy: A Reconsideration of Theories of Illegitimacy.

Pub Date—[79]

Note—29p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Behavior Patterns, Ethics, Females, *Illegitimate Births, *Maturity (Individuals), *Moral Development, Norms, Pregnancy, *Psychological Needs, *Social Influences, State of the Art Reviews, Trend Analysis

Viewing illegitimacy from an individualist, deviant behavior frame of reference has not been useful because of the high prevalence of illegitimacy. Theories attributing illegitimacy to the social marginality of subcultures are inadequate to explain illegitimacy among working class and middle class children. Theories based on the notion that mothers of illegitimate infants are mature women do not explain illegitimacy among teenagers. Analysis of current research indicates that pregnancy is occurring among teenagers because sociocultural factors pressure them into making decisions that require a more mature level of moral judgment than they possess. Preventive measures regarding illegitimacy should be based on theories of normal psychosocial adolescent development that include socialization experiences for persons at a given level of cognitive and moral development in the context of a heterogeneous society. (Author/HLM)

ED 192 214 CG 014 670

Drug Use and Abuse in the Memphis-Sheley County School System; Hearings Before the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Sixth Congress, Second Session (January 17-18, 1980).
Congress of the U.S., Washington, D.C. House.
Report No.—SCNAC-96-2-1
Pub Date—80
Note—187p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Drug Abuse, *Drug Education, Elementary Secondary Education, Juvenile Courts, *Mental Health Programs, *Prevention, Program Effectiveness, School Community Programs, *School Responsibility, *Student Attitudes, Students, Student School Relationship

Identifiers—*Tennessee (Memphis)
This document contains transcripts of the hearings before the Select Committee on Narcotics Abuse and Control in January 1980. The testimony of individuals from Memphis, Tennessee is provided, including representatives of the press, school system, student populations, police department, and several mental health clinics. The statements focus on the issues of: (1) drug use and abuse in the Shelby County school system; (2) the development and implementation of a model alcohol/drug abuse preventive education program in the schools; (3) the role of juvenile courts in substance abuse programs; and (4) student attitudes toward drug usage among their peers. The appendices include detailed descriptions of the activities of the Memphis City Schools Mental Health Center Alcohol and Drug Abuse Program. (HLM)

ED 192 215 CG 014 671
Ricelli, Carlene
A Guidance Program to Increase Sexism and Racism Awareness among High School Students and Staff.
Pub Date—2 Apr 79
Note—13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Las Vegas, NV, April 2-5, 1979).
Pub Type—Reports - Research (143) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Course Evaluation, *Curriculum Enrichment, *Guidance Programs, High School Students, Program Descriptions, Program Implementation, *Racial Discrimination, Secondary Education, *Self Determination, *Sex Fairness, *Student Role, Training Methods
Chapter 622 refers to a Commonwealth of Massachusetts law enacted in 1971 which guarantees access to all public schools and public school programs without regard to race, color, sex, religion, or national origin. Despite the literal compliance with Chapter 622 by the Amherst Regional Schools, Third World and/or female students continued to make self-limiting choices in both academic and extracurricular school programs. An inservice guidance curriculum was developed to train students themselves to become primary implementors of the Chapter 622 regulations by actively involving them in diagnosing and counteracting racial and/or sex role stereotypic inequities. Past-course evaluations revealed significant increases in knowledge about Chapter 622 regulations, awareness of sexist and racist situations, and the ability to observe instances of sex role stereotyping and racism in their own curricular and extra-curricular school activities. (Author/HLM)

ED 192 216 CG 014 672
Galanter, Marc, Ed.
Alcohol and Drug Abuse in Medical Education.
State Univ. of New York, Brooklyn. Downstate Medical Center.; Yeshiva Univ., Bronx, N.Y. Albert Einstein Coll. of Medicine.
Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.—ADM-79-891
Pub Date—80
Grant—T01-DA-00083; T01-DA-00197
Note—128p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Information Ana-

lyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Alcohol Education, *Drug Abuse, *Drug Education, Higher Education, *Medical Education, Medical School Faculty, Medical Services, *Physician Patient Relationship, Physicians, *Social Responsibility, State of the Art Reviews

This book presents the state of the art of American medical education in alcohol and drug abuse, and is the culmination of a four-year collaborative effort among the medical school faculty of the Career Teacher Program in Alcohol and Drug Abuse. The first part contains reports, curricula, and survey data prepared for the medical education community, focusing on drug abuse and alcoholism teaching in medical/osteopathic schools, a course on alcoholism for physicians, the Career Teacher Program and Resource Handbook, and the role of substance abuse attitudes in treatment. The second part is the proceedings of the National Conference on Medical Education and Drug Abuse, November 1977. The conference sessions address issues such as: (1) the physician's role in substance abuse treatment; (2) physicians' use of drugs and alcohol; (3) drug abuse questions on the National Board Examinations; and (4) an overview of the Career Teacher Program activities. (Author/HLM)

ED 192 217 CG 014 673
Nuttall, Ena Vazquez. Nuttall, Ronald L.

Beyond the Individual Client: Families as Support Systems and Psychological Helpers. Symposium Papers.

Pub Date—26 Mar 80
Note—89p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980). Best copy available.
Pub Type—Reports - General (140) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Comparative Analysis, *Coping, *Ethnic Groups, Family (Sociological Unit), *Family Relationship, Family Role, *Italian Americans, Models, *Puerto Ricans, *Stress Variables, Systems Approach

Identifiers—*Support Systems
Knowledge gained from the theoretical and empirical literature on social support theory, family systems theory, and social ecology provide the foundation for a model which studies stress, support systems, and coping patterns within the family. Puerto Rican (N=87) and Italian (N=49) families were interviewed to identify stress factors and coping mechanisms used in the family with young children and mothers, older adults, physically or emotionally disturbed persons, and juvenile/adult offenders. For Hispanic families, major stresses included child care problems, health care for the elderly, constant vigilance and attention to the handicapped, and disruption after criminal encounters. Coping styles differed depending on the resources of the focal functioning person. An inverse relationship existed between users of immediate and extended family resources. The Italian families, despite educational and linguistic handicaps, had considerable personal coping resources as well as resources throughout their individual family systems, particularly from female relatives. There were also strong ethnic neighborhood support for both groups. (Author/HLM)

ED 192 218 CG 014 674
Ingram, Glee, Ed. Boethel, Martha, Ed.

Together We Can: Program Guide.
Austin Women's Center, Tex.; Education Service Center Region 13, Austin, Tex.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—79

Note—124p.; For related documents see CG 014 675-78. Overhead transparencies, filmstrips and game cards not filmed.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Change Strategies, Community Involvement, *Equal Opportunities (Jobs), *Multicultural Education, *Nondiscriminatory Education, Program Im-

plementation, Resource Materials, *School Involvement, *Sex Fairness, Sex Stereotypes, *Training Methods, Training Objectives
Identifiers—*Together We Can

This comprehensive training program, *Together We Can*, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This program guide describes the philosophy, funding, and development of materials for the entire program, and may be used as a resource for trainers using any portion of the materials. The materials are designed to be directed by a facilitator who involves participants in group activities such as discussions, creative expression, role playing, media viewing, game playing, and problem solving. Instructions for leading activities are provided. An overview for initiating change is presented along with suggestions for obtaining training program support. A section on implementing the program includes suggestions for recruiting various audiences: (1) preschool parents and personnel; (2) parent, community, and volunteer groups; and (3) teachers, counselors, and administrators. Information, guidelines, and resources for dealing with sensitive and multicultural issues are included. A comprehensive annotated bibliography is also provided. Audiovisual materials are not included. (Author/NRB)

ED 192 219 CG 014 675
Together We Can: An Awareness Training Program in Sex-Role Stereotyping for Elementary and Secondary Teachers and Counselors.

Facilitator Manual and Participant Manual.
Austin Women's Center, Tex.; Education Service Center Region 13, Austin, Tex.; Southwest Educational Development Lab., Austin, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—79

Note—222p.; For related documents see CG 014 674-78. Overhead transparencies, filmstrips and game cards not filmed.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Elementary Secondary Education, Individual Development, *Nondiscriminatory Education, Program Implementation, Resource Materials, *School Counselors, *School Role, *Sex Fairness, Sex Stereotypes, *Teachers, Training Methods, Training Objectives, *Workshops
Identifiers—*Together We Can

This comprehensive training program, *Together We Can*, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This packet consists of facilitator and participant manuals designed for use with elementary and secondary school teachers and counselors. The training kit is designed to raise awareness of the changing roles of women and men and to explore ways in which schools can help expand role options. The facilitator manual contains a program description with sections on program objectives, training schedules, materials and equipment needed, participant characteristics, facilitator role, training session preparation, and conducting and evaluating training. The section on Activity Directions contains a Program Activity Chart followed by detailed instructions for four training modules totaling 16 hours: (1) sex-role stereotyping, (2) changing roles, (3) school's role in change, and (4) what facilitators can do. The participant manual contains materials and work pages needed for the module workshops as well as resources and follow-up exercises, some of which are designed for teachers to use with their students. Audiovisual materials are not included. (Author/NRB)

ED 192 220 CG 014 676
Together We Can: An Awareness Training Program in Sex-Role Stereotyping for Preschool Educators and Parents of Preschool Children.

Facilitator Manual and Participant Manual.
Austin Women's Center, Tex.; Education Service Center Region 13, Austin, Tex.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—79

Note—115p.; For related documents see CG 014 674-78. Overhead transparencies, filmstrips and game cards not filmed.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Environment, Community Influence, *Family Influence, *Nondiscriminatory Education, *Parents, Preschool Children, *Preschool Teachers, Resource Materials, School Role, *Sex Fairness, Sex Stereotypes, Teacher Improvement, Training Methods, *Workshops
Identifiers—*Together We Can

This comprehensive training program, *Together We Can*, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This packet consists of facilitator and participant manuals designed for use with preschool educators and parents of preschool children. This training package provides activities and information for use in examining how sex-role stereotypes are learned from family, school, and community, and how sex-bias affects an individual's aspirations and choices. The facilitator manual contains a program description with sections on program objectives, training format and schedules, materials and equipment needed, participant characteristics, facilitator role, and conducting and evaluating training sessions. The section on Activity Directions contains a Program Activity Chart followed by detailed instructions for six hours of training modules for preschool personnel and a one-hour training module for parents. Personnel training modules include: (1) defining sex role stereotyping; (2) analyzing and evaluating instruction; and (3) looking at assumptions. The participant manual contains all readings, worksheets, and booklets for use during sessions. Audiovisuals are not included. (Author/NRB)

ED 192 221 CG 014 677

Together We Can: An Awareness Training Program in Sex-Role Stereotyping for Community Groups, School Volunteers, and Parents. Facilitator Manual and Participant Manual.

Austin Women's Center, Tex.; Education Service Center Region 13, Austin, Tex.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—79
Note—98p.; For related documents see CG 014 674-78. Overhead transparencies, filmstrips and game cards not filmed.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Involvement, Individual Development, *Nondiscriminatory Education, *Parents, Resource Materials, Role Models, *School Aides, *Sex Fairness, Sex Stereotypes, Training Methods, Training Objectives, *Volunteers, Workshops
Identifiers—*Together We Can

This comprehensive training program, *Together We Can*, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This facilitator manual is designed to encourage community groups, school volunteers, and parents to initiate a process of community organization and problem solving. A program description contains sections on program components and objectives; training sequence and schedules; materials, space, and equipment; participant characteristics, facilitator role, and conducting and evaluating the programs. Activity Directions presents training materials for parents in three one-hour modules, each with a different focus. The material for community participants includes two one-hour sessions, one for small, informal groups and one for larger, more formal groups. The material for use with volunteers is designed as two three-hour sessions to take place in sequence. Brief overviews are given for parent, volunteer, and community group modules. Audiovisual materials are not included. (Author/NRB)

ED 192 222 CG 014 678

Together We Can: An Awareness Training Program in Sex-Role Stereotyping for School Administrators. Facilitator Manual and Participant Manual.

Austin Women's Center, Tex.; Education Service Center Region 13, Austin, Tex.; Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—79
Note—105p.; For related documents see CG 014 674-77. Overhead transparencies, filmstrips and game cards not filmed.

Available from—Education Development Center, 55 Chapel Street, Newton, MA 02160

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrators, Change Strategies, Conferences, Elementary Secondary Education, *Individual Development, *Nondiscriminatory Education, Resource Materials, *School Role, *Sex Fairness, Sex Stereotypes, Training Methods, Training Objectives, *Workshops
Identifiers—*Together We Can

This comprehensive training program, *Together We Can*, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This packet consists of facilitator and participant manuals for use with school administrators. The training kit is designed to raise awareness of the changing roles of women and men and to explore ways in which schools can help expand role options. The facilitator manual contains a program description with sections on training objectives, training sequence and schedules, materials, and equipment needed, participant characteristics, facilitator role, session preparation, and conducting and evaluating the workshop. Activity Directions presents a Program Activity Chart followed by activities, schedules, scripts, and directions for conducting a one-day, six-hour conference. The participant manual includes all work pages and support readings to complete conference activities. Audiovisual materials are not included. (Author/NRB)

ED 192 223 CG 014 679

**O'Neil, James M. And Others
Treatment Effects of the Strong Campbell Interest Inventory and the Self Directed Search on Men and Women.**

Pub Date—Sep 80
Note—30p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, Career Counseling, *Career Planning, Evaluation Methods, Feedback, *Interest Inventories, Interest Research, *Predictive Validity, *Sex Differences, *Test Interpretation

Identifiers—*Self Directed Search, *Strong Campbell Interest Inventory
Concern on how interest inventories are being used in career counseling and other preventive interventions has resulted in heightened sensitivity to the impact of interest inventories and the emergence of the concept exploration validity. Various aspects of exploration validity were assessed using three different interest inventories. The immediate reactions of college students (N=64) who completed the old and revised Self-Directed Search (SDS) and the Strong Campbell Interest Inventory (SCII) were assessed as well as their attitudes and behaviors four weeks after counselor or self-interpretation. Treatment, sex, and time differences were assessed for all groups. Women were found to have greater clarity about and certainty of ideas about career planning than men, regardless of the treatment or time. The SCII had greater clarity of directions than the old SDS immediately after testing. The revised SDS group was found to have greater clarity and certainty about their career planning than SCII immediately after testing. The revised SDS indicated significantly less decrease in clarity and certainty about career planning than the old SDS four weeks after interpretation. These differences suggest that a test user's sex and the treatment assigned may produce differential effects and outcomes. (Author/NRB)

ED 192 224 CG 014 680

**Lukin, Penny R.
Relationship of Therapeutic Change to Recidivism of Juvenile Delinquents.**

Pub Date—80

Note—13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Behavior Change, *Behavior Rating Scales, Change Strategies, Correctional Institutions, Delinquency, *Delinquent Rehabilitation, Individual Characteristics, Males, *Personality Traits, *Recidivism, Therapy
Identifiers—*Jensness Behavior Checklist

The relationship to later parole outcome of therapeutic changes made by juvenile delinquents during residential treatment was explored. Subjects (N=823) were all those admitted to two California Youth Authority institutions for boys between August 1969 and March 1971. Change was measured by pretests and posttests with the 14 scales of the Jensness Behavior Checklist; recidivism was determined by a six-month follow-up of subjects. Results showed that recidivism status interacted with personality characteristics to produce an effect on change scores for several of the checklist scales. The Neurotic Acting-out and Immature Conformist nonrecidivists improved on several scales, while the Neurotic Anxious delinquents who did well on parole showed less improvement while institutionalized than those who later recidivated. Such data emphasize the importance of considering the differential responsiveness of various personality groups to treatment, and tend to support the development and refinement of differential treatment programs. (Author)

ED 192 225 CG 014 681

Hochhauser, Mark

Academic Perspectives in Substance Abuse Consultation.

Spons Agency—Minnesota Univ., Minneapolis. Coll. of Education.

Pub Date—Sep 80

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches / Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcoholism, *College Faculty, *Consultants, Consultation Programs, Crisis Intervention, *Drug Abuse, Evaluation Methods, Mental Health Programs, Models, Psychological Studies, *Psychologists, *Researchers, Research Methodology, State of the Art Reviews

Academic perspectives are reviewed for consultation in substance abuse within four general issues: consultation paradigms, research consultation and psychology, sources for consultation, and academic issues. The mental health/crisis intervention model is the most common consultation paradigm. Most consultation research in the substance abuse area focused upon issues of treatment and/or referral of those with alcohol or drug problems. Very little research exists with respect to the evaluation of the consultation. Research consultation is one method of consultation for academically affiliated psychologists who can contribute expertise in knowledge of the literature, methodology, ethical issues, and grant and report writing. The crisis intervention approach is inappropriate within a research setting; research consultation/evaluation should be a more continuous process. The role of the academician in consultation has been reviewed with respect to whether or not the academician who consults for pay may be shirking academic responsibilities. Research suggests that those who consult are generally more productive than their non-consulting colleagues, and that consultation for pay does not result in a reduction in academic performance. (Author)

ED 192 226 CG 014 682

Tyroler, Merle J. And Others

Is What You Hear Really What Is Being Said?

Pub Date—80

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches /

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Communication (Thought Transfer), *Congruence (Psychology), *Counselor Training, Experience, Graduate Students, Interpersonal Competence, *Nonverbal Communication, Observation, Practicums, Skill Development, *Skills, Therapists

Identifiers—*Affective Sensitivity Scale, *Incongruency Discrimination Assessment

Discrimination and reflection of incongruent communication are important therapist skills. Clinical and counseling graduate students (N=32) with different levels of graduate practica training were studied to assess the effects of level of experience on the ability of therapists and counselors to discriminate and accurately reflect incongruent communication. The effects of level of affective sensitivity were also examined. Subjects observed video-taped stimuli developed to reflect three levels and two types of incongruence, rated the level of incongruence expressed in each stimulus, and wrote their observations about the communication. Responses were rated for accuracy of reflection of content, affect, and total communication. The "experienced" trainees scored significantly higher than the "inexperienced" trainees on the Affective Sensitivity Scale. "Experienced" trainees discriminated the levels and types of incongruence differently from "inexperienced" trainees, but were no more accurate in reflections of the communication. High affectively sensitive trainees discriminated the incongruencies differently from low affectively sensitive trainees, but were no more accurate in reflections of the communication. Uniformly low scores on the reflection scales suggest that reflection of communication is not a well-developed skill among trainees. (Author/NRB)

ED 192 227

CG 014 683

Mower, Judith C.

The Effects of Normative and Situational Consensus Information on Causal Attributions for Prosocial and Antisocial Behaviors.

Pub Date—12 Apr 80

Note—17p; Paper presented at the Annual Meeting of the Eastern Psychological Association (51st, Hartford, CT, April 9-12, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Antisocial Behavior, *Attribution Theory, *Behavior Theories, *Cognitive Processes, Evaluation, Individual Power, Influences, Locus of Control, *Prosocial Behavior, *Responses, Social Influences

Identifiers—*Consensus

The interactive effects of implicit normative and explicit situational consensus information were examined regarding the processes of causal attribution and evaluation. Stimulus items were single sentence descriptions of antisocial and prosocial behaviors representing the extremes of high and low normative consensus in each behavior category, as determined from estimates given by a pretest group of "the proportion of people in society who would be likely to perform the behavior described." High and low levels of situational consensus information were created by inserting standard phrases into the sentences indicating that the actor either had many or few co-actors in his immediate context. Subjects (N=151) chose the behavior's "main cause" from three options and then evaluated the actor using a nine-point bipolar scale. It was found that internal attribution frequencies were affected by situational but not by normative consensus, while external attribution frequencies were affected by both kinds of consensus information. Attribution responses also varied as a function of behavior category. Evaluations were affected by normative but not by situational consensus information. Behavior category influenced extremity of evaluation at the low normative consensus level only. Also, internal attributions were generally followed by more extreme evaluations than were external attributions. (Author)

ED 192 228

CG 014 684

Cohen, Michelle E. Nodine, Calvin F.

Modes of Representation in Cognitive Mapping.

Pub Date—80

Note—10p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports—Research (143)—Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Behavior Patterns, *Cognitive Style, *Environmental Influences, *Interaction, *Maps, *Memory, *Perception

Identifiers—*Cognitive Mapping

Recent investigations of the cognitive components of human-environmental interactions owe much to the work of city planner Kevin Lynch, who hypothesized cognitive mapping as a two-way interactive process between individuals and their environment. Lynch identified five elements which individuals used in the construction of cognitive maps, specifically nodes (strategic areas), paths, edges, districts, and landmarks. It was hypothesized that Lynch's elements would be encoded in different modes of representation, and that these elements would be differentially elicited by the methods of externalizing cognitive maps. The memory components of cognitive maps in a model environment were investigated by means of actual and simulated "tours" using 60 adult subjects who were divided into three treatment groups: actual tour, dynamic film simulated tour (film of actual tour), and static film simulated tour (no movement in film). The "tours" were equated for time spent in each area of the environment. Results supported the hypotheses, suggesting that movement is an essential component in the organization and storage of cognitive maps, and that different methods of externalizing cognitive maps elicit different aspects of these internal representations. (Author)

ED 192 229

CG 014 685

Elliott, Robert And Others

Measuring and Predicting the Effectiveness of Helping Responses: Correlates of Client and Counselor Perceptions.

Pub Date—Jun 80

Note—38p; Paper presented at the Annual Meeting of the Society for Psychotherapy Research (11th, Pacific Grove, CA, June 17-20, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, *Counseling Effectiveness, Counseling Techniques, *Counselor Client Relationship, Counselors, *Interaction, Patients, *Perception, *Predictor Variables, *Responses, Therapeutic Environment

Identifiers—*Interpersonal Process Recall

Few, if any, studies exist in which the helpfulness of particular responses in context have been evaluated by the involved clients or counselors due to the lack of an adequate method for obtaining evaluations of the impact of individual counselor responses. The development of Interpersonal Process Recall (IPR) provides a research tool which allows clients and counselors to describe the intentions, perceptions, impacts, and other experiences associated with specific interaction events. IPR was used in two studies to provide a measure of therapeutic effectiveness and to find predictors of response effectiveness. Clients rated two measures of response effectiveness as well as each counselor response on four measures of effectiveness. The client-counselor pair in which a response occurred was the best predictor of response effectiveness, with the perception of the person rating response effectiveness as the second best predictor. Generally, clients felt most benefited by nonquestioning or reassuring responses, while counselors felt most effective when reflecting or responding with the intent of guiding or explaining. (Author)

ED 192 230

CG 014 686

Kolko, David J.

Stress Management Techniques for Graduate Students: Cognitive Coping, Problem-Solving and Time Management.

Pub Date—Mar 80

Note—15p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Information Analyses (070)—Reports—General (140)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Coping, Counseling Techniques, *Graduate Students, Guidelines, Higher Education, *Intervention, Models, Problem Solving, Self Control, *Self Help Programs, State of the Art Reviews, *Stress Variables, Time Perspective

The application of stress management techniques to highly specialized populations and disorders has

become an increasingly important clinical endeavor in recent years. Curiously, however, individuals undergoing one of the most stress-laden experiences, graduate school, have rarely been the focus of such efforts. There are three major forms of therapeutic intervention, namely, cognitive-coping, problem-solving, and time management, which may assist students in coping with the stressors imposed by a graduate school career. Intervention strategies which use cognitive processes in evaluating stressful situations include rational emotive therapy, systematic rational restructuring, and self-statement modification. Problem-solving incorporates generating alternatives, making decisions about the alternatives, and verifying the chosen alternatives. Time management offers some general guidelines to help boost individual productivity by: (1) improving efficiency through basic self-management; (2) determining individual strengths and weaknesses; (3) planning work; (4) assessing progress; and (5) analyzing failures and learning from mistakes. These procedures and techniques can be employed on a self-management basis to facilitate adjustment to the graduate school environment. (Author/HLM)

ED 192 231

CG 014 687

Powell, Douglas R.

Strengthening Parents' Social Networks: An Ecological Approach to Primary Prevention.

Wayne-Westland Community Schools, Mich. Spons Agency—Kelllogg Foundation, Battle Creek, Mich.; Merrill-Palmer Inst., Detroit, Mich.

Pub Date—Sep 80

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports—Descriptive (141)—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Rearing, *Community Programs, Environmental Influences, *Neighborhoods, *Networks, Parent Child Relationship, *Parent Participation, Parents, *Prevention, Program Descriptions

Identifiers—*Support Systems

This paper presents the theoretical base and operational design of a neighborhood-based primary prevention program that seeks to enhance the development of very young children by focusing on the role of parents' social networks in supporting early child-rearing. Efforts to strengthen parents' involvement in and utilization of an informal network of supportive relationships with others are described in terms of a mutual aid system with other parents involved in the program. The program's evaluation strategy, which examines variations in parents' program experiences in relation to parent and child functioning, is discussed. Implications for prevention programs for parent-child relations are suggested. (Author)

ED 192 232

CG 014 688

Johnson, John A.

Personality Tests: Self-Disclosures or Self-Presentations?

Pub Date—Sep 80

Note—11p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Disclosure, *Personality Measures, *Personality Traits, Research Projects, *Self Evaluation (Individuals), *Self Expression, Test Reliability, *Test Validity, Verbal Communication

When people talk about themselves, psychologists have noted that their verbal reports can be categorized as simple factual communications about the self, i.e., self-disclosure, or as ways to instruct others about how one is to be regarded, i.e., self-presentation. Responses to items on objective self-report measures of personality similarly can be regarded as self-disclosure or as self-presentations. In order to investigate whether objective self-report measures of personality are regarded better as sources of factual information about the self or as ways to instruct others about how one is to be regarded, self-disclosure and self-presentation were compared by testing the unique, divergent predictions each made about the kinds of personality variables associated with

consistency in self-description. For three groups of subjects (155 normal adults, 69 murderers, and 47 college students) almost all of the self-presentation variables were correlated significantly with consistency, while none of the self-disclosure variables was correlated with consistency. Results tended to support a self-presentation view of test-taking over a self-disclosure view. (Author)

ED 192 233 CG 014 689

Linville, Malcolm E. Belt, Jacquelyn F.
Comprehensive Counseling: An Innovative Strategy for Helping Dysfunctional Youth.
Pub Date—Mar 80

Note—27p; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).
Pub Type—Reports - Descriptive (141) — Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, *Behavior Problems, *Counseling Services, *Counseling Techniques, *Family Counseling, *Family Relationship, *Individualized Instruction, *Intervention, *Models, *Program Descriptions, *Youth Problems

An intervention strategy called comprehensive counseling is presented as a new approach to dealing with adolescents who have major problems in traditional schools and at home. Components of this approach include: (1) a learning environment in which instructional and counseling procedures are closely related through joint planning by a staff of educators and counselors; (2) individualized instruction; (3) group and individual counseling; and (4) family counseling and family participation in the life of the school. In addition the problems and outcomes of a functioning program of this type are discussed. (Author)

ED 192 234 CG 014 690

DeEsch, Jesse B.
Group Counseling With Disruptive Students.
Pub Date—Mar 80

Note—13p; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Adolescents, *Counseling Effectiveness, *Discipline Problems, *Group Counseling, *Intervention, *Secondary Education, *Secondary School Students, *Self Concept, *Student Development, *Student Problems, *Youth Problems

The counseling profession must provide therapeutic opportunities that help disruptive and alienated youth adjust to the realities of society in a manner that is psychologically healthful to the individual, the school, and the community. A therapeutic group counseling model which focused upon the definition and implementation of specific goals identified by individual members during an intake interview was used to determine if disruptive students could assume responsibility for their own effective and active involvement in their educational experience and psychological development. Students (N=97) were randomly assigned to seven control and seven treatment groups. Treatment groups met from 9 to 12 weeks and ranged in size from 5 to 7 members. Results indicated that group counseling decreased school conflict and improved the self-concept of the disruptive youth. The counseled groups decreased their referrals to the discipline office and improved their academic achievement. (Author/HLM)

ED 192 235 CG 014 691

Augustin, James W. Novak, Jan L.
Dropout Prevention: What Are the Effective Ingredients?

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Governor's Employment and Training Office, Madison, Wis.
Pub Date—Mar 80

Note—32p; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Counseling Services, *Dropout Prevention, *Dropout Programs, *Dropouts, *Elementary Secondary Education, *Intervention, *Program Development, *Program Effectiveness,

*School Community Programs

Identifiers—*Wisconsin

From 1976-79, over 46,000 Wisconsin youth left high school before receiving a high school diploma, a number reflective of a national trend. Research has documented dropout characteristics, their reasons for leaving school, and the consequences of their decisions, but little effort has been made to examine ways in which schools and communities attempt to deal with potential dropouts. The existing programs in Wisconsin designed to assist potential dropouts were identified and catalogued to develop a model for comprehensive dropout prevention strategies. Telephone and mail surveys, site visits, and reviews of school program reports were conducted with school administrative personnel and community-based agency coordinators. Results suggested a dropout intervention strategy which would: (1) be student-centered; (2) offer a variety of services and activities; (3) provide school and community programs at the K-12 level; and (4) use preventive and therapeutic counseling techniques. (Author/HLM)

ED 192 236 CG 014 702

Kuiper, Nicholas A. And Others
The Effects of Depression on Personality Judgments about One's Self and Others.

Pub Date—Sep 80
Note—29p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Affective Measures, *Cognitive Processes, *Depression (Psychology), *Information Processing, *Locus of Control, *Personality Theories, *Personality Traits, *Recall (Psychology), *Self Concept Measures, *Self Esteem, *Self Evaluation (Individuals)

Depressed individuals seem to believe that they are qualitatively inferior; they tend to misinterpret and exaggerate losses and overgeneralize the meaning of self-relevant information. The way in which information about the self is processed by depressed individuals, in particular, the differences in self-schema content (the constellation of attitudes about oneself) between depressed and nondepressed individuals, was studied. Subjects rated a series of personality adjectives, recalled the adjectives, and completed a depressed-versus-nondepressed content rating task and a self-rating task. As predicted, depressed subjects displayed superior recall for self-referenced depressed-content objectives; nondepressed subjects displayed superior recall for self-referenced nondepressed-content adjectives. Study results offer empirical support for the idea that there is a negative self-schema specific to the disorder of depression. (Author/CS)

ED 192 237 CG 014 703

Swap, Walter C. Rubin, Jeffrey Z.
Development of a Scale of Interpersonal Orientation.

Pub Date—Sep 80
Note—11p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attribution Theory, *Behavior Patterns, *Cooperation, *Disclosure, *Interpersonal Relationship, *Personality Measures, *Rating Scales, *Self Evaluation (Individuals), *Sex Differences, *Social Behavior, *Social Exchange Theory, *Social Psychology

The construct Interpersonal Orientation (IO) refers to the degree to which a person is responsive to the interpersonal aspects of his relationships with other people. A self-report measure of IO was devised whose construct validity was supported by correlational data. Two experiments were conducted to assess the potential usefulness of IO in social-psychological research. In the first experiment, subjects of both sexes with high IOs expressed greater liking for individuals from whom they had received messages disclosing personal information. In the second experiment, males and subjects with low IOs behaved in accordance with the notion of equity (the idea that rewards are allocated on the basis of performance); females and subjects with high IOs were more concerned with equality than

with equity. The results support the usefulness of this measure which allows variation in behavior to be attributed to a stable personality difference. (Author/CS)

ED 192 238 CG 014 704

Marcia, James E. Miller, Elizabeth C.

Ego Identity in Mature Women.

Pub Date—Apr 80
Note—9p; Paper presented at the Annual Meeting of the Eastern Psychological Association (51st, Hartford, CT, April 9-12, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conflict Resolution, *Decision Making, *Females, *Identification (Psychology), *Interpersonal Relationship, *Locus of Control, *Personality Development, *Personality Traits, *Self Concept, *Sex Role, *Social Development
The relationship between psychosocial development and ego identity was explored among a group of 29 married women, 21-59 years old. After being interviewed, subjects were assigned to one of four categories of identity status, based on their statements regarding decision-making and commitment. There were significant differences between identity categories in resolution of all psychosocial stages in the Inventory of Psychosocial Development (IPD). Women in the Identity Achievement category (showing the most "active" level of decision-making and subsequent commitment) scored significantly higher than women in the other categories on all IPD stages except intimacy and trust. These differences provide empirical support for Erickson's theory of psychosocial development as well as some discriminant validity for the IPD. (Author/CS)

ED 192 239 CG 014 705

Sandler, Irwin N. Barrera, Manuel, Jr.
Social Support as a Stress-Buffer: A Multi-Method Investigation.

Pub Date—Sep 80
Note—18p; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, *Conflict Resolution, *Coping, *Depression (Psychology), *Emotional Problems, *Interpersonal Relationship, *Networks, *Social Adjustment, *Social Reinforcement, *Social Structure, *Stress Variables
Identifiers—*Support Systems

People exposed to stressful experiences should be less negatively affected if they receive higher rather than lower levels of social support. This proposition was tested by investigating the "stress buffering" role of social support in a way that allowed comparison between conceptually different measures related to the construct of support. Results indicate that the quantity of helping behavior received and the number of helpers in the support network are not the critical features of social support. Support that is rated as satisfying, however, does provide effective assistance in coping with stress. The kinds of support received in different stress situations and the individual's ability to use this support are logical foci for further research. (Author/CS)

ED 192 240 CG 014 706

Derry, Paul A. Kuiper, Nicholas A.
Content, Imagery, Social Desirability, & Emotionality Ratings for Depressed & Nondepressed Personal Adjectives.

Pub Date—79
Note—18p; For related document see CG 014 707.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjectives, *Cognitive Processes, *Correlation, *Depression (Psychology), *Personality Traits, *Psychopathology, *Rating Scales, *Recall (Psychology), *Self Concept Measures, *Self Evaluation (Individuals), *Test Norms

Recent studies have suggested that depressives process personal information in a biased and negative self-referential manner. Normative ratings on a variety of "depressed" and "nondepressed" adjectives were obtained to investigate the exact nature of information processing in depressives. Subjects rated adjectives on depressive content, imagery, social desirability, and emotionality. Two groups of words emerged from this study, differing significantly in depressive-content but equivalent in imagery word-frequency, and word-length values.

Knowledge of these word attributes will permit their systematic inclusion in cognitive research paradigms for the study of information processing and self-reference in depression. (Author/CS)

ED 192 241 CG 014 707
Kuiper, Nicholas A. Derry, Paul A.
Encoding Personal Adjectives: The Effects of Depression on Self-Reference.

Pub Date—[79]
Note—26p.; For related document see CG 014 706.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjectives. *Cognitive Processes. *Depression (Psychology). Information Processing. Models. *Personality Theories. Personality Traits. Psychopathology. Rating Scales. *Recall (Psychology). *Self Evaluation (Individuals)

A central tenet of a self-schema model for depression is the idea that severity of depression is a crucial determinant of the content and cohesiveness of the depressive's self-schema. Consistent with predictions generated from this model, sample non-depressives displayed superior recall for self-referenced, nondepressed-content adjectives. Recall for mild depressives, however, failed to benefit significantly from self-reference judgments (i.e., judgments in answer to the question, "Does this adjective describe you?"). Medium depressives exhibited enhanced recall for self-referenced depressed- and nondepressed-content adjectives. Results offer an empirical demonstration of the role played by the self-schema in human information processing. In particular, the findings suggest that depressives employ a self-schema in personal information processing, but one which may differ in several ways from that of nondepressives. Further research might explore cognitive distortions or peculiarities in the depressive's evaluations, judgments, and descriptions of other individuals. (Author CS)

ED 192 242 CG 014 708
Darabi, Katherine F.

The Education of Non-High School Graduates After the Birth of a Child. Final Report.
Columbia Univ., New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No.—80813
Pub Date—30 Sep 79
Grant—NIE-G-78-0141
Note—142p.; Tables not filmed due to marginal reproducibility.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Aspiration. *Attendance. Behavior Patterns. Blacks. *Dropout Characteristics. Dropouts. Females. High School Equivalency Programs. Hispanic Americans. *Pregnant Students. *Reentry Students. Secondary Education. *Sex Role. Student Attitudes.

In education, considerable attention has been paid to the characteristics and prevalence of high school dropouts. However, pregnant teenagers present a special case of dropouts since many have interrupted their schooling by force rather than by choice. Additionally, the cross-sectional nature of most dropout studies precludes an investigation of those who later return to school. Structured home interviews were conducted with 160 Black and Hispanic females who had not yet graduated from high school when they first became pregnant. Their educational status three years after the first child's birth was ascertained, and characteristics of those who did and did not return to school were identified. Within four years of their first child's birth, 33% of the sample had returned to school. Of the returners, 26% had graduated. Black women were more likely than Hispanic women to return to school; Hispanic women born outside the United States were least likely to return. Decisions to return to school seemed to be a result of high educational aspirations and modern sex role attitudes. (Author/HLM)

ED 192 243 CG 014 709
Gray, Cindelyn
Historical Treatment of Female Psychologists of Distinction.

Pub Date—80
Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).
Pub Type—Historical Materials (060) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis. *Females. *History. *Professional Recognition. *Profiles. *Psychologists. Sex Differences. *Sex Discrimination

There is some question as to the fairness with which history has treated women psychologists who were distinguished in their own time. Only women who were prominent in the field of psychology at least 50 years ago were selected in order to give the history books the best possible chance to include them. The five women thus located were paired with five male contemporaries; specifically Mary Whiton Calkins, June Eita Downey, Leta Stetter Hollingworth, Christine Ladd-Franklin, and Margaret Floy Washburn were matched with Edmund Clarke Sanford, Warner Brown, Walter Fennel Dearborn, Edward Wheeler Scripture, and Walter Bowers Pillsbury, respectively. Analyses and comparisons of published books and articles, editorships, professional association memberships, honorary degrees, citations, awards, and coverage in psychological histories suggest that women, even prominent ones, are not accorded much respect by historical writers. Results suggest that modern historians of psychology could be suspected of elitism, chauvinism, and some lapses in scholarship. (Author/HLM)

ED 192 244 CG 014 710
Urbanik, Richard

Deinstitutionalization Services for Mentally Retarded Offenders.

Pub Date—Jul 80
Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults. *Counseling Services. Counselor Role. *Deinstitutionalization (of Disabled). *Delinquent Rehabilitation. Developmental Disabilities. Individualized Programs. *Mild Mental Retardation. *Moderate Mental Retardation. Prisoners, Program Descriptions. Program Evaluation. Social Workers
Identifiers—*North Carolina

The North Carolina Department of Correction, Division of Prisons, provides two deinstitutionalization services for mentally retarded, incarcerated offenders. These projects, funded by monies provided by the Council on Developmental Disabilities, serve mentally retarded youthful offenders (age 17-21) and retarded female offenders regardless of age. The youthful offenders tend to be first incarcerates, mildly to moderately retarded (I.Q. 69 to 36 inclusive), passive as compared to other youthful offenders, and serving a felony sentence of 10 years or less. All retarded female offenders, regardless of age or sentence, are served. Both projects provide on-site services by means of Developmental Disabilities (D.D.) Specialists who insure that an Individual Habilitation Plan is appropriately prepared and then followed. Social Workers, based in the field, provide casework services to the families of the inmate, and to the inmate after parole. All appropriate local agencies such as the Vocational Rehabilitation and Social Services are contacted in order to insure adequate off-site services. Both the coordinators and social workers provide advocacy services to the inmate while in prison and after parole. (Author)

ED 192 245 CG 014 711
Weston, Judy M. And Others
An Evaluation of Memory Training Classes in the Well Elderly.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date—May 80
Grant—5-R01-MH-31129-02

Note—11p.; Paper presented at the Annual Meeting of the Western Psychological Association (60th, Honolulu, HI, May 5-9, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Depression (Psychology). Evaluation Criteria. *Information Processing. *Memory. *Mnemonics. *Older Adults. *Performance Factors. *Training Methods

Training older persons to use memory strategies and mnemonic techniques derived from an information processing model of memory has resulted in improvements in performance on specific tasks.

Some studies have also shown that the elderly are less likely to use memory techniques than younger persons and that it is the use of techniques that best predicts performance. The effectiveness of memory training classes for normal older adults was evaluated by measuring performance on six memory tasks before and after two types of training, Didactic and Inductive, and comparing the results with two control groups, an activity group and a wait list. Tasks included names and faces, a shopping list, directions, unrelated words, doctor's instructions, and daily tasks. Subjects completed a Memory Complaints Questionnaire to assess subjective memory complaints and two affective measures, the Zung Depression Inventory and the Brief Symptom Inventory. Practice, not training, produced greater results but there was a significant correlation between performance and complaints, and between complaints and depression. Those who complained more performed more poorly and were more depressed. (Author)

CS

ED 192 246 CS 005 597
Layton, James R.

The Teacher, the Reader, the Learning Environment: A Match or Mismatch Proposition.

Pub Date—May 80
Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment. Elementary Secondary Education. Environmental Influences. Literature Reviews. *Reading Achievement. State of the Art Reviews. *Student Characteristics. *Student Teacher Relationship. *Teacher Behavior. *Teacher Characteristics
Stressing the need to match teacher behaviors, student characteristics, and learning environments for successful reading instruction, this review of research considers a variety of factors that can help and hinder student reading achievement. The factors discussed include the characteristics of good teaching, circumstances that hinder student gains in reading ability, organization of students for instruction, the types of teaching techniques that teachers use (whether directive or nondirective), typical behaviors that interfere with learning, and characteristics of "teachable" students. (RL)

ED 192 247 CS 005 610
Gil, Doron Freeman, Donald J.

Diagnosis and Remediation of Reading Difficulties in the Classroom. Research Series No. 78.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 80
Contract—400-76-0073

Note—18p.
Available from—The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 (\$2.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques. Elementary Education. Elementary School Teachers. *Reading Diagnosis. *Reading Research. *Remedial Reading. *Teacher Education. Teaching Methods

The purpose of this study was to describe the approach elementary school teachers use when diagnosing reading difficulties in their classrooms. The study examined two models, one depicting a general diagnostic process and one depicting a detailed diagnostic process. In depth interviews were conducted with ten teachers regarding their diagnostic and remedial practices for dealing with their students' reading difficulties. The results of the study indicated that the teachers (1) relied on general sources of information, such as listening to oral reading, as a basis for diagnosing children's reading deficiencies; (2) focused on general rather than specific categories of reading performance when rendering diagnostic judgments; and (3) prescribed remedial actions that reflected the desire to employ general instructional strategies, such as additional practice or individual instruction, rather than actions addressing the specifics of the children's problems. These findings raise questions regarding the

adequacy or appropriateness of the formal training in reading diagnosis that classroom teachers receive. (Author/AEA)

ED 192 248 CS 005 612

Tillman, Chester And Others

A Study of Adults Who Experienced Childhood Reading Problems.

Pub Date—[78]

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, Children, Comparative Analysis, Learning Problems, *Reading Achievement, *Reading Difficulties, *Reading Research, *Remedial Reading, *Self Concept

A study was conducted using contemporary test scores to describe adults who reported that they had experienced severe reading problems in childhood and that such problems continued to influence their functioning as adults. Twelve men and one woman ranging in age from 20 to 54 volunteered for the study. All had attended college or technical school and six had doctorates of philosophy, medical degrees, or a combination of both. Background information on childhood reading problems of the subjects was obtained by self-report only. Although all subjects expressed concern about their present reading skills, the evidence indicated successful attainment in their careers, and the results of the contemporary tests were positive in all cases. The tests that were administered indicated no current deficits in intelligence, oral or silent reading, word attack skills, or spelling. (MKM)

ED 192 249 CS 005 615

Spinrad, Diane

How to Order Remedial Reading Materials for the Intermediate Grades, 4-6.

Pub Date—[80]

Note—24p.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Aids, Elementary Education, *Instructional Materials, Intermediate Grades, Reading Instruction, *Reading Materials, *Remedial Reading

More than 40 publications and materials useful for remedial reading programs in the intermediate grades are listed in this annotated bibliography. The materials are coded according to reading level and interest level and are listed under the following topics: phonetic and structural analysis skills, developing comprehension, games, inexpensive teaching aids, audiovisual teaching aids, audiovisual equipment for listening centers, and periodicals. A directory of publishers is included. (MKM)

ED 192 250 CS 005 616

Keene, Mary Emma

Knowledge and Beliefs of Reading by High School Students and Elementary Teachers.

Pub Date—Oct 80

Note—73p.; M.A. Thesis, Rutgers The State University of New Jersey

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Elementary School Teachers, Elementary Secondary Education, High School Students, *Reading Attitudes, Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, *Student Attitudes, *Teacher Attitudes

A study was conducted to determine what beliefs secondary school students held about reading and to compare those beliefs with a set of elementary school teachers' beliefs identified by G. Duffy and W. Metheny. Three hundred high school students from freshman, junior, and senior social studies classes completed a revised version of the 45-item instrument used by Duffy and Metheny. The items represented five conceptual approaches to reading instruction: (1) basal text, (2) linear skills, (3) interest, (4) natural language, and (5) integrated whole. The first two categories indicate a structured approach to reading instruction; the last three, an unstructured approach. Analysis of responses indicated that student beliefs about reading were characterized by three concerns: getting meaning, receiving skill instruction, and interacting with the teacher in the learning environment. Comparison of student beliefs with the identified teacher beliefs showed partial agreement in the unstructured area. The findings suggest that students possessed well-defined conceptions of reading and that some

unanimity existed between their beliefs and those of elementary school teachers. (The instrument used in the study is appended.) (Author/FL)

ED 192 251 CS 005 617

Tierney, Robert J. And Others

Some Classroom Applications of Text Analysis: Toward Improving Text Selection and Use.

Reading Education Report No. 17.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—400-76-0116

Note—43p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Connected Discourse, *Discourse Analysis, *Prose, *Readability, *Reading Comprehension, *Reading Research, *Textbook Evaluation, Textbook Selection

Identifiers—*Center for the Study of Reading II.

This paper suggests that teachers concentrate on the ideational and structural properties of text rather than on information acquired from readability formulas when selecting and using texts. Emphasis is given to the importance of context in the analysis of text, and a framework is suggested for examining the text considering the functions texts are intended to serve in the classroom. Suggestions to teachers for examining the ideas, the relationships between ideas, and the structural qualities of texts include: (1) ideas might be examined by first isolating the essential understanding students are expected to derive from a text, then examining the extent and nature of support for these understandings provided within the idea units of a text; (2) relationships between ideas might be evaluated in terms of the probability with which the relationships are readily understood, implying that factors such as context, background knowledge, and reader purpose should be considered; and (3) the structural qualities of expository text might be examined in terms of the ease with which ideas can be mapped hierarchically and relationally. Suggestions are also given for assessing the structural qualities of narrative. (MKM)

ED 192 252 CS 005 622

Vacca, Richard T., Ed.

The Journal of Language Experience; Volume 2, Number 1, 1980.

Pub Date—80

Note—55p.; Publication of the Language Experience Special Interest Group of the International Reading Association.

Journal Cit—The Journal of Language Experience; v2 n1 1980

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Reading Programs, *Content Area Reading, Creative Development, Educational Games, Elementary Secondary Education, Instructional Materials, *Integrated Activities, *Language Experience Approach, *Learning Activities, Reading Comprehension, *Reading Instruction, Reading Programs, Student Centered Curriculum, *Student Developed Materials, Student Interests

This journal issue contains six articles related to language-centered reading instruction, integrated language arts, and reading comprehension. The first article discusses the language experience approach (LEA) to developing comprehension skills in adult beginning readers. The second article describes examples of uses of LEA in such content areas as English, social studies, science, mathematics, home economics, industrial arts, foreign language, and music or art, while the third article describes LEA activities for the intermediate and junior high student that emphasize class discussion, collection of words on topics of interest, and individual conferences. The fourth article reaffirms the method of integrated language arts instruction and lists teacher attitudes and objectives that are essential to such instruction, and the fifth article focuses on the parallel and exists between the creative process and LEA and explains the four creative stages of preparation, incubation, illumination, and evaluation. The last article argues for the importance of language games in a reading program and offers guidelines for shaping

ing the development of quality readers. (AEA)

ED 192 253 CS 005 623

Heald, Dorothy, Ed.

Reading for Young People: The Southeast.

American Library Association, Chicago, Ill.

Pub Date—80

Note—167p.; For related documents see CS 005 623-627.

Available from—Order Department, American Library Association, 50 East Huron, Chicago, IL 60611 (\$8.50 paper)

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Childrens Literature, *Cultural Education, Elementary Secondary Education, Fiction, Geographic Regions, *Instructional Materials, Nonfiction, *Reading Materials, Resource Materials, Social Studies, *United States History

Identifiers—*United States (Southeast)

One of five annotated bibliographies that describe books about certain regions of the United States, this compilation focuses on books about the Southeast. The stated purposes of these regional bibliographies are: (1) to introduce young people living in the subject region to books dealing with their cultural heritage, (2) to help young people of other regions of the United States understand the cultural and social influences that shaped the lives of people in the subject region, and (3) to serve as a selection tool for librarians, teachers, and students as they plan units of work or special projects. Titles are listed both by literature type (fiction; folktales; poetry, drama, and music; biography and personal accounts; and other informational books) and by the state (Alabama, Florida, Georgia, North and South Carolina, and Virginia) each title uses as the setting. Each entry includes bibliographic data and a brief quotation from the book to identify style, theme, strong characterization, or mood, followed by an annotation that indicates the book's content, scope, and regional value. A suggested general grade range from primary through senior high school is included for each book. (AEA)

ED 192 254 CS 005 624

Pennypacker, Arabelle, Ed.

Reading for Young People: The Middle Atlantic.

American Library Association, Chicago, Ill.

Pub Date—80

Note—154p.; For related documents see CS 005 623-627.

Available from—Order Department, American Library Association, 50 East Huron, Chicago, IL 60611 (\$8.00 paper)

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Childrens Literature, Cultural Education, Elementary Secondary Education, Fiction, Geographic Regions, *Instructional Materials, Nonfiction, *Reading Materials, Resource Materials, Social Studies, *United States History

Identifiers—*United States (Mid Atlantic States)

One of five annotated bibliographies that describe books about certain regions of the United States, this compilation focuses on books about the Middle Atlantic area. The stated purposes of these regional bibliographies are: (1) to introduce young people living in the subject region to books dealing with their cultural heritage, (2) to help young people of other regions of the United States understand the cultural and social influences that shaped the lives of people in the subject region, and (3) to serve as a selection tool for librarians, teachers, and students as they plan units of work or special projects. Titles are listed both by literature type (fiction; folktales; poetry, drama, and music; biography and personal accounts; and other informational books) and by the state (Delaware, Maryland, New Jersey, New York, and Pennsylvania) each title uses as the setting. Each entry includes bibliographic data and a brief quotation from the book to identify style, theme, strong characterization, or mood, followed by an annotation that indicates the book's content, scope, and regional value. A suggested general grade range from primary through senior high school is included for each book. (AEA)

ED 192 255

CS 005 625

Laughlin, Mildred, Ed.

Reading for Young People: The Rocky Mountains.
American Library Association, Chicago, Ill.

Pub Date—80

Note—184p.; For related documents see CS 005 623-627.

Available from—Order Department, American Library Association, 50 East Huron St., Chicago, IL 60611 (\$11.00 paper)

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Childrens Literature, *Cultural Education, Elementary Secondary Education, Fiction, Geographic Regions, *Instructional Materials, Nonfiction, *Reading Materials, Social Studies, *United States History

Identifiers—*United States (Rocky Mountain States)

One of five annotated bibliographies that describe books about certain regions of the United States, this compilation focuses on books about the Rocky Mountain area. The stated purposes of these regional bibliographies are: (1) to introduce young people living in the subject region to books dealing with their cultural heritage; (2) to help young people of other regions of the United States understand the cultural and social influences that shaped the lives of people in the subject region, and (3) to serve as a selection tool for librarians, teachers, and students as they plan units of work or special projects. Titles are listed both by literature type (fiction; folktales; poetry; drama; and music; biography and personal accounts; and other informational books) and by the state (Colorado, Montana, Nevada, Utah, and Wyoming) each title uses as the setting. Each entry includes bibliographic data and a brief quotation from the book to identify style, theme, strong characterization, or mood, followed by an annotation that indicates the book's content, scope, and regional value. A suggested general grade range from primary through senior high school is included for each book. (AEA)

ED 192 256

CS 005 626

Hinman, Dorothy Zimmerman, Ruth

Reading for Young People: The Midwest.

American Library Association, Chicago, Ill.

Pub Date—79

Note—244p.; For related documents see CS 005 623-627.

Available from—Order Department, American Library Association, 50 East Huron, Chicago, IL 60611 (\$10.50 paper)

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Childrens Literature, *Cultural Education, Elementary Secondary Education, Fiction, Geographic Regions, *Instructional Materials, Nonfiction, *Reading Materials, Resource Materials, Social Studies, *United States History

Identifiers—*United States (Midwest)

One of five annotated bibliographies that describe books about certain regions of the United States, this compilation focuses on books about the Midwest. The stated purposes of these regional bibliographies are: (1) to introduce young people living in the subject region to books dealing with their cultural heritage; (2) to help young people of other regions of the United States understand the cultural and social influences that shaped the lives of people in the subject region, and (3) to serve as a selection tool for librarians, teachers, and students as they plan units of work or special projects. Titles are listed both by literature type (fiction; folktales; poetry; drama; and music; biography and personal accounts; and other informational books) and by the state (Colorado, Montana, Nevada, Utah, and Wyoming) each title uses as the setting. Each entry includes bibliographic data and a brief quotation from the book to identify style, theme, strong characterization, or mood, followed by an annotation that indicates the book's content, scope, and regional value. A suggested general grade range from primary through senior high school is included for each book. (AEA)

ED 192 257

CS 005 627

Laughlin, Mildred

Reading for Young People: The Great Plains.

American Library Association, Chicago, Ill.

Pub Date—79

Note—159p.; For related documents see CS 005 623-627.

Available from—Order Department, American Library Association, 50 East Huron St., Chicago, IL 60611 (\$7.50 paper)

Pub Type—Reference Materials - Bibliographies (131) — Books (010)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Childrens Literature, *Cultural Education, Elementary Secondary Education, Fiction, Geographic Regions, *Instructional Materials, Nonfiction, *Reading Materials, Resource Materials, Social Studies, *United States History

Identifiers—*United States (Plains States)

One of five annotated bibliographies that describe books about certain regions of the United States, this compilation focuses on books about the Great Plains. The stated purposes of these regional bibliographies are: (1) to introduce young people living in the subject region to books dealing with their cultural heritage; (2) to help young people of other regions of the United States understand the cultural and social influences that shaped the lives of people in the subject region, and (3) to serve as a selection tool for librarians, teachers, and students as they plan units of work or special projects. Titles are listed both by literature type (fiction; folktales; poetry; music, and drama; biography and personal accounts; and other informational books) and by the state (Kansas, Nebraska, and North and South Dakota) each title uses as the setting. Each entry includes bibliographic data and a brief quotation from the book to identify style, theme, strong characterization, or mood, followed by an annotation that indicates the book's content, scope, and regional value. A suggested general grade range from primary through senior high school is included for each book. (AEA)

ED 192 258

CS 005 628

Bowker, Richard

Vocabulary Instruction: The State of Knowledge.
Technical Report 1980-4.

Joseph O'Connor Research Foundation, Boston, Mass.

Pub Date—Aug 80

Note—12p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, *Educational Research, Elementary Secondary Education, Higher Education, Individual Differences, Literature Reviews, Preschool Education, Student Characteristics, *Teaching Methods, *Vocabulary Development

A review of studies of four vocabulary teaching methods—context learning, imagery, cognitive style, and natural word learning—resulted in several generalizations about their effectiveness. The generalizations are limited by problems such as the difficulty of defining when a word is "known" and the lack of a way to test permanence of word knowledge and by the awareness that no one method of instruction has conclusively been demonstrated to be the best for all students. Future research studies might explore the benefits of teaching roots and affixes, the effects of word difficulty on students' learning, the degree of transfer of word knowledge learned in different media, and the importance of cognitive style in word learning before college. (AEA)

ED 192 259

CS 005 629

Mead, Nancy A. And Others

Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FI-50.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Jun 79

Note—19p.; Paper presented at the Functional Literacy Conference (Bloomington, IN, June 1979).
Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Literacy, Adults, Elementary Secondary Education, *Functional Literacy, *Literacy, *Longitudinal Studies, *National Competency Tests, *National Surveys, *Tests

Identifiers—*National Assessment of Educational

Progress

The position that the National Assessment of Educational Progress (NAEP) provides a data base that is compatible with various definitions of literacy and standards of competencies and can make a contribution to our understanding of the complex and controversial problem of literacy is supported in this paper. The paper notes that since the NAEP has surveyed a national sample of four age groups over a period of years since 1971, it is well suited for looking at a broad sample and providing longitudinal information. Other advantages of the NAEP for studying literacy that are cited are its comprehensiveness across many areas of study and functional skills, its breadth within single content areas, its covering of affective and background variables as well as achievement, and its ability to respond to new emphases, such as the proposed 1979-80 reading and literature assessment that has new exercises emphasizing comprehension of various kinds of texts. The use of the NAEP data base for the assessment of functional literacy conducted by NAEP in 1974 and 1975 for the National Right to Read program is discussed as an example of the use of the NAEP data base. (MKM)

ED 192 260

CS 005 631

Chapman, L. J.

The Development of the Perception of Textual Cohesion.

Pub Date—May 80

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developmental Stages, Discourse Analysis, Elementary Secondary Education, Linguistics, Reading Processes, *Reading Research, *Reading Skills, Semantics

Identifiers—*Cohesion

Three experiments examined children's ability to perceive two of the elements of textual cohesion—personal reference and conjunction. The first experiment investigated the ability of 76 eight-year-old children to process anaphora in order to distinguish those children who were becoming fluent readers from those who were not. The children were given a cloze-type task that required them to replace pronouns from a reference group of cohesive ties that operate anaphorically in a text. It was found that although the children could recognize the pronouns in isolation, only fluent readers could replace them in correct position in a text. In the second experiment, 270 8-, 11-, and 14-year-old children completed a task similar to that in the first experiment, with the added task of replacing conjunctions. The results showed a clear developmental pattern and suggested that the mastery of these linguistic processes, especially conjunctions, was still being acquired at age 14. To eliminate the possibility that the results of the two experiments were affected by the nature of the specially written texts, a third experiment was conducted with 11-year-old children, using the work of a well-known author. The results confirmed the earlier findings. Taken together, the findings of the experiments suggest that the ability to perceive cohesion is subject to a lengthy developmental process. (FL)

ED 192 261

CS 005 632

Pine, Cathy K. Bieger, George R.

Methodological Issues in Research Involving Pictures and Texts.

Pub Date—Apr 80

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Discourse Analysis, Illustrations, Information Needs, *Instructional Materials, Organization, *Pictorial Stimuli, *Reading Comprehension, *Research, Research Methodology, Research Needs, Research Problems

Identifiers—*Directions, *Instructions

A method was developed for characterizing and comparing the semantic content of picture-text combinations used as stimuli in research on reading procedural instructions. The written directions for assembling a toy model were analyzed, and sets of propositions in the instructions were constructed using C. H. Frederiksen's discourse analysis model.

Using the same model, written descriptions of pictures were consolidated and then reduced to sets of interrelated propositions. A comparison of the two sets resulted in revisions of text and pictures to obtain redundancy of essential information. Three general types of information were identified as "core" components of both forms: locative, referential, and sequential information. Stimulus materials attempting to emphasize each type of information in both text and pictures have been prepared and are being tested. So far the results of such testing have produced the following observations: (1) the linear nature of text makes core sequential information inherent, so manipulation of sequential information is difficult and may destroy the integrity of the instructions; and (2) core locative information is inherent in pictures and cannot be manipulated without changing the essence of the messages. (RL)

ED 192 262

CS 005 633

Sakley, Elizabeth And Others

A Syllable Frequency Count.

Pub Date—[77]

Note—27p.

Pub Type—Reports - Research (143) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computational Linguistics, *Language Research, Reading Instruction, *Syllables, *Word Frequency, *Written Language

Identifiers—*Frequency Data

A frequency count of the syllables in an edited list of the 5,000 most common English words generated an unweighted list of the most common 322 syllables in the words and a list of 290 syllables weighted by the frequency of occurrence of words of which the syllables were constituents. The unweighted list contained 222 nonword syllables and 100 word syllables. The weighted list contained 190 word syllables and 100 nonword syllables. The latter 290 syllables account for 72% of the approximately six million syllable tokens in the 5,000 most common English words. The lists are a potential data base for the development of curriculum materials in reading, spelling, and other areas. They are also a potential data base for investigations and technologies in readability, computer translation, verbal learning, and language acquisition. (The lists are appended.) (Author/FL)

ED 192 263

CS 005 634

Sheridan, E. Marcia

Ideographs, Syllables, and Alphabets: Reading as Information Processing in Different Writing Systems.

Pub Date—[79]

Note—20p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alphabets, Asian Studies, *Beginning Reading, Chinese, *Comparative Education, Foreign Countries, Japanese, Korean, *Orthographic Symbols, *Reading Difficulties, Reading Instruction, Reading Processes, Reading Research, *Written Language

Identifiers—*Ideographs, *Syllables

The history of three non-Latin based orthographies—Chinese, Japanese, and Korean—is reviewed in this paper. The characteristics of the three orthographies are examined regarding the ease of learning to read with these varied symbol systems. Attention is given to the incidence of reading disability in different orthographies, and research is reviewed concerning the way people process phonetic and nonphonetic systems. It is concluded that the research to date presents more questions than answers to the question of "is it easier to learn to read in an ideographic, syllabic, or alphabetic system?" The existence of linguistic universals across scripts in reading is noted, and research into brain hemispheric capacities regarding the way written language is processed by aphasics in Japan is cited as especially useful to cross-cultural understanding of the process of learning to read. (MKM)

ED 192 264

CS 005 635

Vereen, Margaret

Reading Achievement and Self-Concept of Fifth Grade Students.

Pub Date—80

Note—45p.; M.A. Thesis, Kean College

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disadvantaged Youth, Elementary Education, Grade 5, *Reading Achievement, Reading Improvement, Reading Instruction, *Reading Research, Relationship, *Self Concept, Urban Youth

An investigation of the relationship between children's self-concepts and reading achievement involved 117 fifth grade students in an urban, low socioeconomic area. Reading achievement information was obtained from records of the children's performance on the reading subtests of the Metropolitan Achievement Test, and information concerning self-concept was gathered through the use of the Piers-Harris Children's Self-Concept Scale. The analysis of the data based on the Pearson Product-Moment Correlation revealed a significant positive relationship between reading achievement and self-concept scores. (Appendixes contain tables of data.) (FL)

ED 192 265

CS 005 636

Meyer, Bonnie J. F. Rice, G. Elizabeth

Signaling in Text.

Arizona State Univ., Tempe.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date—Sep 80

Grant—NIMH/ROI-MH-31520-01

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September 1-5, 1980).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discourse Analysis, *Function Words, *Models, Organization, *Readability, *Reading Comprehension, *Surface Structure

A model is proposed that attempts to provide some order for the disparate findings with respect to the effects of signaling in text on recall. The type of signaling examined is that which explicitly cues the relationships among the major propositions in the text structure. It is noted that while it is generally assumed that such signaling is an aid to the reader, few studies have shown differences in recall for versions of texts with and without signaling. The model proposed recognizes signaling to be one factor in a series of interacting reader and text variables that affect recall. Thus, the relative effects of signaling on recall are seen to be dependent on such reader attributes as ability to use the "structure strategy" in reading, adequacy of text organization skills, and the difficulty level of the text. (Data on ninth grade student and adult readers are considered in support of the model.) (Author/RL)

ED 192 266

CS 005 639

Feeley, Joan T.

Establishing a Print Environment for Beginning Readers.

Pub Date—80

Note—12p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (17th, Coventry, United Kingdom, July 28-August 1, 1980).

Pub Type—Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Developmental Programs, Grade 1, *Individualized Instruction, Language Acquisition, Language Experience Approach, Primary Education, *Reading Instruction, Story Reading, *Student Centered Curriculum

This paper describes a child-centered first grade classroom where learning to read is viewed as a natural step in the language acquisition process. Discussed in detail are methods of individualizing instruction for four particular children, the use of basal readers, daily writing activities using the Language Experience Approach, and both group and independent activities such as a daily sing-along and teaching students to use audiovisual equipment. (AEA)

ED 192 267

CS 005 640

Beach, Richard, Ed. Pearson, P. David, Ed.

Perspectives on Literacy.

Minnesota Univ., Minneapolis. Coll. of Education.

Pub Date—78

Note—323p.; Proceedings of the Perspectives on Literacy Conference (Minneapolis, MN, 1977). Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 35161). \$6.20 member. \$6.90 non-

member)

Pub Type—Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Literacy, Child Language, Definitions, Elementary Secondary Education, *Functional Literacy, *Language Skills, *Literacy, *Reading Instruction, Reading Skills, Research, Tests, *Writing Instruction, *Writing Skills

A number of concerns about literacy, literacy instruction, and appropriate directions for literacy programs in the United States are addressed in these conference proceedings. Following an overview of the conference, the proceedings are divided into four sections and an introduction is provided for each section. The first section, "Perspectives on the Definition of Literacy," includes discussions on the difficulty of defining literacy. The second section, "Perspectives on Language and Cognition," contains articles on children's functional language and reading, the relationship between language and literacy, and written communication as functional literacy. The third section, "Perspectives on Reading," contains articles on theory and research on reading assessment and on relating theory and research to reading instruction. The fourth section, "Perspectives on Writing," has articles on a taxonomy of compositional competencies and sources of knowledge about literacy. (MKM)

ED 192 268

CS 005 641

Kerber, James E., Ed.

Special Feature: Children's Literature.

International Reading Association. Ohio Council.

Pub Date—Oct 80

Note—34p.; References may not be legible.

Journal Cit—Ohio Reading Teacher: v15 n1 Oct 1980

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children's Literature, *Content Area Reading, Curriculum Development, Elementary Education, Interdisciplinary Approach, Reading Instruction, Teaching Guides, *Teaching Methods

Identifiers—*Trade Books

The six articles in the special features section of this journal issue focus on the use of children's literature in all areas of the curriculum. The first article concerns the use of mathematics trade books and offers ways of using new books in learning stations to foster independent learning. The second article discusses criteria for selecting science trade books and suggests ways for using science books in a primary grade classroom. The third article discusses change in the social studies and offers teaching methods that stimulate children's thinking about historical and current events. The fourth article points out a variety of ways trade books can be used during language arts lessons and suggests activities for specific areas of the language arts. The fifth article describes a library curriculum activity that helps to develop children's critiquing ability and their higher thinking processes. The final article in this section suggests ways in which the media specialist, curriculum specialist, and classroom teacher can work together to relate trade books about the arts to the curriculum. The remaining three articles in the journal issue deal with creative reading and writing, classroom materials for the gifted, and the content reading approach. (FL)

ED 192 269

CS 005 642

Fritih, Uta Vogel, Juliet M.

Some Perceptual Prerequisites for Reading.

International Reading Association. Newark, Del.

Pub Date—80

Note—51p.

Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 527. \$2.50 member, \$3.50 non-member)

Pub Type—Books (010) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beginning Reading, *Child Development, Concept Formation, Developmental Stages, Elementary Education, Handwriting Skills, Hypothesis Testing, Preschool Education, Reading Difficulties, *Reading Processes, *Reading Research, *Reading Skills, Research Needs, *Spatial Perception, *Visual Perception, Writing Processes, Written Language

The two chapters of this monograph deal with the

issue of the existence of a perceptual grammar that influences reading proficiency, particularly initial reading proficiency. The first chapter indicates the importance of studying reading and writing in terms of readers' and writers' knowledge of visuo-spatial processing rules. It discusses research into the processing of single shapes, the processing of arrays of shapes, and the production of shapes, and it suggests some readily testable hypotheses relating to the grammar of two-dimensional space. The suggested hypotheses deal with five areas: (1) mirror image confusions and writing reversals, (2) internal (mind's eye) scanning, (3) differences between production and recognition of graphic symbols, (4) readers' use of Cartesian spatial rules, and (5) low versus high skills. The second chapter describes Lila Ghent Braine's work indicating that children have a concept of "right-side-up" different from that of adults and discusses evidence that this concept contributes to children's rotation errors in copying symbols. It also discusses factors that contribute to children's mirror image confusions, outlines some practical implications, and offers hypotheses about reasons for the persisting orientation errors of children who have difficulty learning to read. (GT)

ED 192 270 CS 005 644
Rumelhart, David E. McClelland, James L.

An Interactive Activation Model of the Effect of Context in Perception. Part II. Report No. 8003.
California Univ., San Diego. Center for Human Information Processing.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Jul 80

Contract—N00014-79-C-0323

Grant—BNS-76-14830; BNS-76-15024

Note—109p.; For related document see ED 189 562. Several figures may be marginally legible.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cognitive Processes. *Context Clues. *Feedback. *Pattern Recognition. Perception. *Reading Research. *Visual Perception. Visual Stimuli. Word Recognition

This report is the second in a two-part series introducing an interactive activation model of context effects in perception. In the first part, a model for the perception of letters in words and other contexts was described and applied to a number of experiments. This second part applies the same model to a number of new experiments designed to assess the roles of direct and indirect evidence concerning the identity of a letter in an input string. The last section of the report proposes extensions of the model to the use of context in word recognition, pronouncing words and pseudowords, and speech processes such as spoken input, pronunciation tasks, and words embedded in sentential context. (AEA)

ED 192 271 CS 005 645

Kauchak, Don And Others

A Developmental Study of Categorical Reading Cue Effectiveness.

Pub Date—Apr 80

Note—13p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cues. *Developmental Stages. Elementary Secondary Education. Higher Education. Learning Theories. Reading Comprehension. Reading Instruction. *Reading Processes. *Reading Research. *Retention (Psychology)

A study was conducted to determine whether students at different grade levels could use categorical cues to encode information from prose text. Sixty college students, 74 high school students, 96 junior high school students, and 108 third grade students read a 12-paragraph passage containing two references to color and number per paragraph. The students in the experimental condition were told to remember colors for the first six paragraphs and numbers for the next six paragraphs. Students in the control condition were told only to read the passage. All students were administered a posttest that measured retention of color-related information, number-related information, and information incidental to color or number. Results indicated that the use of

categorical cues did not influence the total amount learned from a passage at the junior high, senior high, or college levels, but did significantly reduce the total amount of learning at the third grade level. The findings also indicated that explicit categorical cues were ineffective with junior high students and had a deleterious effect on the reading behaviors of third grade students. The pattern was reversed at the college level, suggesting that selective reading strategies are present in college students and can be induced by questions or evoked by direct categorical cues. (FL)

ED 192 272 CS 005 646

Yirchott, Lynne S. Rodriguez-Brown, Flora V.

An Investigation of Teachers' Questioning Strategies during Reading Instruction.

Pub Date—Mar 80

Note—49p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (San Francisco, CA, March 4-9, 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Teachers, Elementary Education, *Language of Instruction, *Questioning Techniques, *Reading Instruction, *Reading Research, *Teacher Effectiveness, Teacher Role

A study investigated the questioning strategies of teachers engaged in reading instruction of either Anglo children learning to read in English (Anglo teachers) or of Spanish speaking children learning to read in both Spanish and English (bilingual teachers). Three first grade and three third grade Anglo teachers and three first grade and five third grade bilingual teachers were videotaped as they gave regular reading instruction to their students. At the third grade level, two of the bilingual teachers gave instruction in English and three instructed in Spanish. The questioning strategies of the teachers were coded as to (1) direction of question, (2) type of question, (3) content of question, (4) questions asked by the teacher without giving students a chance to respond, (5) student response, and (6) teacher corrections of student responses. The findings showed that there were differences among the teachers' questioning strategies, but that they were not necessarily due to language of instruction. (FL)

ED 192 273 CS 005 647

Rodriguez-Brown, Flora V. Yirchott, Lynne S.

A Comparative Analysis of Reading Miscues Made by Monolingual versus Bilingual Students.

Pub Date—Apr 80

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Students, Comparative Analysis, Context Clues, Grade 3, Language of Instruction, *Miscue Analysis, *Monolingualism, Primary Education, Reading Instruction, *Reading Processes, *Reading Research, Reading Skills, *Spanish Speaking

An adaptation of a miscue taxonomy developed by G. A. Cziko was used to compare the reading performance of (1) monolingual English and bilingual third grade students reading in English, (2) monolingual Spanish and bilingual third grade students reading in Spanish, and (3) bilingual third grade students reading in both English and Spanish. Eight English monolingual, seven Spanish monolingual, and eight bilingual students participated in the study. While being videotaped, each read a story, first from his or her current reading book and then from reading materials especially prepared according to the language group the student was in. The sessions were then coded using a miscue analysis system that was adapted by adding or deleting categories. The results revealed that the students relied more on graphic information than on contextual information while reading. A trend toward increasing the use of contextual constraints of the text was found that seemed to be consistent with an interactive view of reading. In general, it was found that monolingual English readers used more contextual information than either the monolingual Spanish readers or the bilingual readers. (FL)

ED 192 274

Judd, Tedd And Others

Alexia Without Aphasia in a Composer. Technical Report No. 15.

Boston Univ., Mass.; Cornell Univ., Ithaca, N.Y. Dept. of Psychology.; Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.

Pub Date—May 80

Grant—MH-13894-03; NIE-78-0031; NS06209; NS11408

Note—79p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Aphasia, Case Studies, Communication Disorders, *Musical Composition, *Music Reading, *Neurological Impairments, *Reading Ability, *Reading Difficulties, *Reading Research

The case study of a 78-year-old music composer who had had a stroke revealed that he had a severe reading disturbance, a well-preserved writing ability, and no appreciable aphasia. He continued to read music and to compose. His text and music reading performance under different conditions suggested that this unusual dissociation (alexia without aphasia) was due to four factors: (1) he was unusually talented and knowledgeable musically and inferred a great deal about the music he was reading; (2) the symbols of staff music notation are more visually distinctive than the symbols of phonetic language writing systems; (3) in staff music notation, pitch is represented ordinarily, and other symbols are also distinguishable by their relative positions and sizes; and (4) in contrast to written language, music notation can be usefully read by interpreting it acoustically, kinesthetically, or in terms of formal musical concepts and it need not be interpreted referentially or in terms of auditory-verbal images. (Author/RL)

ED 192 275

Anderson, Thomas H. And Others

How Clearly Written are Children's Textbooks? or, of Bladderworts and Alfa. Reading Education Report No. 16.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—400-76-0116

Note—63p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Content Analysis, *Content Area Reading, Elementary Education, Grade 6, *Readability, *Reading Research, Science Education, Social Studies, *Textbook Content, *Textbook Evaluation, *Textbook Research

Two representative samples of expository prose from sixth grade textbooks (one in science and one in social studies) were analyzed for clarity of explanation. Four text criteria were applied to the analyses: structure, unity, coherence, and audience appropriateness. The results of the analysis suggested that many children's textbooks are not clearly written. It was proposed that the procedures commonly used by authors to make texts easier to read (shorter sentences, easier vocabulary, less detail, and use of condensed explanations of ideas) may instead cause the text to be even more difficult to comprehend. The effect of poor quality text on how well children learn to read and comprehend text may also be very great. A third suggestion, based on these research results, is that poorly written texts may develop undesirable student attitudes toward reading texts. To combat these possible effects of poorly written texts, it was proposed that editors and publishers monitor textbook production more carefully, that teachers evaluate texts carefully and help students develop textbook reading skills, and that authors of textbooks pay closer attention to structure, coherence, unity, and audience appropriateness. (The response of one of the publishers of the textbooks that were evaluated is attached and is followed by comments from the editor of this report series.) (RL)

ED 192 276 CS 005 650

Joseph, Sheryl, Ed. Wittig, Diane L. M., Ed.
Reading Remedies for Involving the Reluctant Reader.

Pub Date—[80]

Note—13p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Games, Elementary Education, Instructional Materials, *Learning Activities, *Reading Difficulties, *Reading Instruction, Reading Skills, Recreational Reading, Teaching Guides, Writing Skills

Identifiers—*Reluctant Readers

Intended for use by teachers who are seeking techniques for involving the reluctant reader, this resource booklet contains 29 teaching ideas that emphasize reading as a pleasurable activity. The ideas include games, multimedia activities, and writing exercises that focus on survival reading materials, newspapers, reference materials, vocabulary extension, and skill reinforcement. For each idea presented, the booklet includes a list of the materials needed, directions, and a statement of purpose. (FL)

ED 192 277 CS 005 651

Snow, David

Classroom Practices in Reading Comprehension.

Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
 Report No.—SWRL-TN-2-80/12

Pub Date—30 Jun 80

Note—30p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Classroom Research, Concept Formation, *Educational Practices, Literature Reviews, *Reading Comprehension, *Reading Instruction, Reading Materials, *Reading Skills, Teacher Behavior, *Teaching Methods

This report examines taxonomies of reading comprehension subskills in light of a process-oriented model of text comprehension. Part One presents an outline of reading comprehension subskills in the context of a simple conceptual framework, summarizes the conclusions of several reading specialists and researchers as to what comprehension consists of, and draws an idealized picture of the instructional goals that should be addressed in classroom practice. Part Two discusses studies that investigated what skills are actually taught in the classroom, how the skills are sequenced, and the instructional methods typically used in classroom settings. The report concludes that although none of the techniques reviewed were particularly startling or novel, observational evidence suggests that they are too seldom used and that the systematic use of direct interactive strategies appears to offer the most immediate promise for bringing about significant improvements in reading comprehension instruction. (AEA)

ED 192 278 CS 005 652

Canfield, Robert

A Study of the Reliability and Selected Aspects of Validity of a Single Time-Line Format for Coding Verbal Interaction During Reading Instruction.

State Univ. of New York, Oswego. Coll. at Oswego. Spons Agency—State Univ. of New York Research Foundation, Oswego.

Pub Date—Dec 79

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Research, Elementary Education, *Evaluation Methods, *Interaction, *Interaction Process Analysis, *Reading Instruction, Reading Research, Reliability, *Student Teacher Relationship, Teacher Effectiveness, Validity

Prompted by the need to develop improved tools for describing and assessing teachers' skills in teaching reading, a study was undertaken to examine the effectiveness of a system for classifying and tallying teacher-pupil verbal interaction during classroom instruction. Specifically, the study investigated the extent of agreement among college students using a time-line format when ranking categories of verbal interaction in three criterion reading lessons, and it examined the use of selected ratios of verbal interaction as a means of discriminating among criterion reading lessons as compared to the judgments of a jury of reading teachers who ranked the quality of the lessons without reference to the verbal interaction factors. Twenty-five graduate students were

trained in the Flanders Interaction Analysis technique using the time-line format. The students then coded the verbal interaction of three videotaped reading lessons. These lessons were also viewed by seven reading teachers, who ranked them according to overall effectiveness. The results indicated that the students reached high agreement in tallying the verbal interaction. In addition, the use of the ratio of teacher questions/pupil responses to teacher lecture/pupil initiated comments was found to rank the lessons in the same quality order as did the jury of reading teachers. (Author/FL)

ED 192 279 CS 005 653

Welsh, David J. Ligon, Glynn

Project RISE: Reading Achievement in AISD Junior High Special Education (1978-79). Interim Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—May 80

Note—12p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Individualized Instruction, Junior High Schools, Mainstreaming, *Program Evaluation, *Reading Achievement, *Reading Instruction, Reading Programs, Secondary Education, Socioeconomic Influences, *Special Education

Identifiers—*Project RISE

The Project RISE (Reading Individualized in Special Education) program undertaken by the Austin (Texas) Independent School District collected and analyzed data on the reading achievement of junior high school special education students. A random sample of 256 such students was given several measures of reading achievement. Demographic information that was gathered for the students included data on sex, IQ, ethnicity, free lunch status, nature of handicap, and type of teacher from whom reading instruction was received (regular or special education). The students were also classified according to the instructional arrangement as "resource" (those receiving at least one hour of special education instruction per day), "integrated" (those receiving more than three hours of such instruction per day), and "self-contained" (those receiving full-day special education service). The findings revealed that (1) resource students had higher reading achievement than integrated students, (2) minority students scored below Anglo students in reading achievement, (3) students who were not eligible for free lunch scored higher and made bigger gains than did students who were eligible, and (4) students who received reading instruction from special education teachers were generally lower in ability than those taught by regular teachers, but both groups made comparable gains. (FL)

ED 192 280 CS 005 654

Todd-Mancillas, William R. Meyers, Karen Ann

The Effects of Inclusive/Exclusive Language on Reading Comprehension, Perceived Human Interest, and Likelihood of Inclusive Pronoun Usage.

Pub Date—May 80

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Language Attitudes, *Language Research, *Language Usage, *Pronouns, *Reading Comprehension, Reading Research, Sex Bias, *Sex Fairness, Student Attitudes

In response to the growing awareness of the impact of sexist language in society, many writers and educators have begun to use either noncontrived "inclusive" pronouns ("he or she," "s/he," or "he/she") or contrived inclusive pronouns ("they") in place of the traditional "exclusive" pronouns (male referents only). A study was undertaken to discover the effects of inclusive/exclusive language on college students' reading comprehension, their determination of the quality of written materials (perceived human interest), and the likelihood of their adopting inclusive pronoun usage after reading materials containing it. Three hundred fifty-eight students were randomly assigned to one of three language conditions: (1) exclusive "he," (2) noncontrived inclusive "s/he," and (3) contrived inclusive "they." After reading one of three experimental pas-

sages, the subjects were administered tests measuring comprehension, perceived human interest of the materials, and likelihood of adoption of the language form used. Analysis of data revealed no significant main or interaction effects on any of the dependent variables. The results provide partial support for the continued use of inclusive language in written materials. (FL)

ED 192 281 CS 005 655

Kay, Marilyn

Coping with College (The Successful College Student with a Learning Disability).

Pub Date—May 80

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Exceptional Persons, Higher Education, *Reading Difficulties, *Reading Improvement, Reading Teachers, School Counseling, *Student Development, *Student Needs, Student Teacher Relationship

The reading instructor and clinician may need to come to terms with the need for a changing role in working with college students with severe reading problems. As a growing number of intellectually able children with severe reading problems are identified during elementary and secondary school years, more students with a history of learning disabilities will be applying to colleges and universities. Although early identification and specialized help should bring about success in reading for these students, there will continue to be students who will need to circumvent some of the traditional reading requirements and find more efficient ways to learn and perform in college. The role of the reading instructor and clinician in helping these students find more efficient ways of meeting their goals in college should include the following: (1) recognizing when a student needs and can benefit from specialized instruction; (2) recommending coping strategies that fit individual needs; and (3) determining when vocational or psychological counseling is needed. (A list of 14 suggestions for college students with specific learning problems is attached.) (RL)

ED 192 282 CS 005 656

Simons, Herbert D. Chambers, Richard

Reading Error Protocol Study: A Data Base.

Volume I. Technical Manual.

California Univ., Berkeley.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date—79

Note—159p.; For related documents see CS 005 656-661.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Data Collection, Elementary Secondary Education, Information Sources, *Miscue Analysis, *Oral Reading, *Reading Diagnosis, *Reading Research, *Research Design, Research Methodology, Research Utilization

This is the first of six volumes providing information drawn from a project designed to compile a substantial data base on reading errors for use by researchers and teachers. This volume contains three parts: (1) introductory sections describing the background of the project; (2) technical sections on the subjects and the texts used in this project and on the interrater reliability of the data transcriptions, and (3) sections comprising a user's manual for the transcriptions. (MKM)

ED 192 283 CS 005 657

Simons, Herbert D. Chambers, Richard

Reading Error Protocol Study: A Data Base.

Volume II. Grades One and Two.

California Univ., Berkeley.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date—79

Note—314p.; For related documents see CS 005 656-661.

Pub Type—Numerical/Quantitative Data (110)

Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Data Collection, Elementary Education, Grade 1, Grade 2, *Information Sources, *Miscue Analysis, *Oral Reading, *Reading Diagnosis, *Reading Research

This is the second of six volumes providing information drawn from a project designed to compile a

50 Document Resumes

substantial data base on reading errors for use by researchers and teachers. This volume contains transcriptions of oral reading error studies conducted with first and second grade students. The transcriptions are organized according to grade and the contributor/researcher and are ordered by an identification code. (MKM)

ED 192 284 CS 005 658

Simons, Herbert D. Chambers, Richard
Reading Error Protocol Study: A Data Base.

Volume III. Grades Three and Four.

California Univ., Berkeley.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date—79

Note—377p.; For related documents see CS 005

656-661.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Data Collection, Elementary Education, Grade 3, Grade 4, *Information Sources,

*Miscue Analysis, *Oral Reading, *Reading

Diagnosis, *Reading Research

This is the third of six volumes providing information

drawn from a project designed to compile a

substantial data base on reading errors for use by

researchers and teachers. This volume contains

transcriptions of oral reading error studies con-

ducted with third and fourth grade students. The

transcriptions are organized according to grade and

contributor/researcher and are ordered by an iden-

tification code. (MKM)

ED 192 285 CS 005 659

Simons, Herbert D. Chambers, Richard
Reading Error Protocol Study: A Data Base.

Volume IV. Grade Five.

California Univ., Berkeley.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date—79

Note—237p.; For related documents see CS 005

656-661.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Data Collection, Elementary Education, Grade 5, *Information Sources, *Miscue

Analysis, *Oral Reading, *Reading Diagnosis,

*Reading Research

This is the fourth of six volumes providing information

drawn from a project designed to compile a

substantial data base on reading errors for use by

researchers and teachers. This volume contains

transcriptions of oral reading error studies con-

ducted with fifth grade students. The transcriptions

are organized according to grade and contributor/-

researcher and are ordered by an identification

code. (MKM)

ED 192 286 CS 005 660

Simons, Herbert D. Chambers, Richard
Reading Error Protocol Study: A Data Base.

Volume V. Grade Six.

California Univ., Berkeley.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date—79

Note—278p.; For related documents see CS 005

656-661.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Data Collection, Elementary Education, Grade 6, *Information Sources, *Miscue

Analysis, *Oral Reading, *Reading Diagnosis,

*Reading Research

This is the fifth of six volumes providing information

drawn from a project designed to compile a

substantial data base on reading errors for use by

researchers and teachers. This volume contains

transcriptions of oral reading error studies con-

ducted with sixth grade students. The transcriptions

are organized according to grade and contributor/-

researcher and are ordered by an identification

code. (MKM)

ED 192 287 CS 005 661

Simons, Herbert D. Chambers, Richard
Reading Error Protocol Study: A Data Base.

Volume VI. Grades Eight through Ten.

California Univ., Berkeley.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date—79

Note—270p.; For related documents see CS 005

656-661.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Data Collection, Elementary Second-

ary Education, Grade 8, Grade 9, Grade 10, *In-

formation Sources, *Miscue Analysis, *Oral

Reading, *Reading Diagnosis, *Reading Research

This is the last of six volumes providing information

drawn from a project designed to compile a

substantial data base on reading errors for use by

researchers and teachers. This volume contains

transcriptions of oral reading error studies con-

ducted with eighth, ninth, and tenth grade students.

The transcriptions are organized according to grade

and contributor/researcher and are ordered by an

identification code. (MKM)

ED 192 288 CS 005 662

Hoffman, James V. O'Neal, Sharon F.
An Investigation into the Internal and External

Rate Flexibility of Proficient Readers in Relation

to the Difficulty Level of the Material.

Pub Date—79

Note—13p.; Paper presented at the Annual Meeting

of the National Reading Conference (29th,

San Antonio, TX, November 29-December 1,

1979).

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Difficulty Level,

Higher Education, *Readability, *Reading

Achievement, *Reading Rate, *Reading Research

Identifiers—*Reading Flexibility

The hypothesis of this study was that reading rate

would be relatively constant (within a 15% range of

the subject's mean reading rate) both within and

across different difficulty levels of materials as long

as the levels of difficulty remained at or below the

subject's ability level. The subjects were 65 college

students whose reading levels ranged from grades

9.8 to 16.0. The subjects read three reading passages

(eighth, twelfth, and sixteenth grade reading levels),

marking their progress through the passages at 30-

second intervals. To make the purpose for reading

constant, subjects were asked to complete a word

recognition task after reading each passage. The

data revealed an almost normal distribution of interval

scores around each subject's average reading

rate, lending support to the position that internal

variation of reading rate was minimal. The subjects

reading above the twelfth grade level tended to

maintain their average reading rate for passages at

the eighth and twelfth grade levels. When data for

these subjects included the passage with the six-

teenth grade reading level, not a single subject main-

tained their average reading rate. These findings

offered clear support for the constancy of reading

rate hypothesis. (RL)

ED 192 289 CS 005 664

Juel, Connie Holmes, Betty
Comparison of Processing Strategies in Oral and

Silent Reading by Good and Poor Readers.

Pub Date—Apr 80

Note—34p.; Paper presented at the Annual Meeting

of the American Educational Research Association

(Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Cognitive

Processes, *Difficulty Level, Elementary Education, Grade 2, Grade 5, *Oral Reading, *Reading

Ability, Reading Comprehension, Reading Difficulties,

Reading Rate, *Reading Research, *Silent Reading

A sample of 48 second grade and fifth grade children,

containing equal numbers of high and low ability

readers, participated in a study that explored the

degree to which oral and silent reading represented

the same cognitive process for different age and

ability level children. Their reading rates and com-

prehension scores for both oral and silent reading

were compared for text that varied in terms of de-

codability (regularity of phonic patterns), word fre-

quency, syllables in words, and semantic difficulty of sentences. The results suggested that oral reading and silent reading represent a similar cognitive process. However, there was evidence that readers decreased their processing time on difficult words in silent as compared to oral reading. This tendency was pronounced for poor readers. (Author/FL)

ED 192 290 CS 005 665

Martin, Joanne And Others
The Development of Knowledge Structures. Research Paper No. 557.

Stanford Univ., Calif. Graduate School of Business.

Pub Date—Sep 80

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Cognitive Processes, *Generalization, Higher Education, *Induction,

*Knowledge Level, Learning Theories, Reading

Comprehension, *Reading Research

Identifiers—Schema Theory

A study was conducted to examine the process of

the development of knowledge structures concern-

ing events. Specifically, it investigated (1) the ways

in which individuals build theories about events as

they experience them; (2) the number of events an

individual must experience, and how similar those

events must be, before he or she begins to generalize

about them; and (3) how the content of an event

knowledge structure changes as it becomes based on

increasing amounts of experience. Eighty-nine

graduate students were given descriptions of events

to read. The number of events (one, two, three, or

four) contained in the stories and the level of their

similarity were manipulated. The subjects were

asked to write "what happened" in the stories they

had read and these responses were then content

analyzed. The results showed that subjects exposed

to only one event tended to write episodic scripts,

with concrete details about the event. Subjects ex-

posed to two or three similar events wrote some-

what more abstract scripts, and those exposed to

four similar events wrote the most abstract scripts.

Less evidence of generalization was present when

subjects read two, three, or four dissimilar events.

The findings suggested that the content of inductive

theories changes as those theories become based on

increasing amounts of supporting evidence. (Au-

thor/FL)

ED 192 291 CS 005 666

Hoffman, J. V. And Others
FORMAS-Feedback to Oral Reading Analysis

System. Training Manual. Manual No. 5085.

Texas Univ., Austin. Research and Development

Center for Teacher Education

Spons Agency—National Inst. of Education

(DHEW), Washington, D.C.

Pub Date—[80]

Note—126p.; The accompanying audiocassette tape

is not available from ERIC. Write to the Research

and Development Center for Teacher Education

for availability information.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Classification, *Classroom Com-

munication, Data Analysis, Elementary Education,

Guides, *Interaction Process Analysis,

*Miscue Analysis, *Oral Reading, *Reading

Diagnosis, Reading Instruction, Student Teacher

Relationship

The Feedback to Oral Reading Miscue Analysis

System (FORMAS) is a low-inference coding sys-

tem developed to characterize verbal interaction be-

tween teacher and students during oral reading

instruction. The six lessons presented in this manual

are designed to teach the use of FORMAS in ap-

proximately ten hours. Each of the lessons deals

with one of the five clusters of behaviors repre-

sented in the coding system: (1) the characteristics

of the miscue itself, (2) the ways in which students

attempt to deal with their miscues, (3) the teachers'

verbal feedback to student miscues, (4) the feedback

given by other students during group oral reading

instruction, and (5) the resolution of miscues. A

sixth lesson presents additional information re-

quired by the coding system. Each lesson offers a

narrative description of the behavior cluster with

appropriate definitions and a section of practice

coding exercises. The manual also contains a list of

extended coding exercises and a section for use

in calculating reliability. A coding sheet and a list of

definitions used in the coding system are appended.

(Author/FL)

ED 192 292

CS 005 667

Shuman, R. Baird

Elements of Early Reading Instruction.

National Education Association, Washington, D.C.

Pub Date—79

Note—86p.

Available from—National Education Association, Order Dept., The Academic Building, Saw Mill Rd., West Haven, CT 06516 (Stock No. 1623-8-00, \$5.95)

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basal Reading, Beginning Reading, *Dialects, Educational Theories, Elementary Education, *Linguistic Theory, *Miscue Analysis, *Phonics, *Reading Instruction, Reading Processes, *Reading Readiness

This publication deals with practical areas of early reading in instruction that may be of immediate use to practitioners. The first chapter offers a perspective on current theories of reading instruction, and subsequent chapters deal with topics that are often considered controversial among those who teach reading. Discussed are the learning processes of young children, reading readiness, the pros and cons of using basal readers, phonics instruction, linguistic science and reading instruction, miscue analysis, and dialects and early reading instruction. The final chapter bridges the span between the past and the future of reading instruction. (AEA)

ED 192 293

CS 005 668

Kugle, C. L. Clements, R. O.

One Good Look Deserves Another: Combining Methodologies to Describe Classrooms. Report No. 5084.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 80

Note—189p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Classroom Observation Techniques, Classroom Research, Educational Research, Elementary Education, *Reading Instruction, *Research Methodology, *Teacher Effectiveness, Teaching Methods, *Teaching Styles

Qualitative and quantitative methodology in classroom observation were combined in this study that examined nine second grade reading classes. Each classroom was observed by an ethnographer and a classroom coder ten times throughout the year, and each observation lasted 90 minutes. For each classroom, four of the ten observations were also videotaped. The classroom observation system used was that developed by the Stanford Research Institute for use in the evaluation of the National Follow Through programs. Of particular interest in this observation system is the Five Minute Observation, which records classroom interactions in "frames" completed four times per hour. Four codes comprise each frame, indicating who performed the action, to whom it was directed, and what was done. Results indicate that some type of narrative record, or series of interviews, always be used in conjunction with categorical observation systems. (HOD)

ED 192 294

CS 005 669

Brown, Rexford

Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.

Education Commission of the States, Denver, Colo.

National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ECS-12-IP-52

Pub Date—Jun 80

Grant—NIE-G-80-0003

Note—122p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Educational Assessment, Educational Research, *Educational Testing, Educational Trends, *Equal Education, *Literacy, Program Evaluation

Identifiers—*National Assessment of Educational Progress

To understand the contributions of the National Assessment of Educational Progress (NAEP) toward solving the problems of literacy and equity, this report addresses two questions: (1) How can

NAEP provide useful information concerning educational equity and standards of and levels of literacy, particularly with regard to linguistic and ethnic minorities; and (2) What kinds of data can be collected and analyses performed to chart changes in literacy over time and provide clues about the types of programs required for improving literacy? Divided into three parts, Part One explores differing conceptions of literacy, ways in which NAEP can address certain of them, ways in which NAEP can serve as a proving ground for literacy measures, and potential enhancements to the current NAEP model; Part Two explores NAEP's contribution to equity studies as a descriptive data base and a source of analytical inquiry; and Part Three examines trade-offs involved in potential enhancements of the current design. Appended are a discussion of trends for two kinds of literacy, a sampling of equity graphs, tables and statements, and NAEP publications in reading, writing and literature. (HOD)

ED 192 295

CS 005 676

Raygor, Betty Ruth Gotz, Mary

Selecting and Using Materials for College Disabled Students.

Pub Date—Mar 80

Note—7p.; Paper presented at the Annual Meeting of the Western College Reading Association (13th, San Francisco, CA, March 27-30, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Reading Diagnosis, *Reading Difficulties, *Reading Instruction, Reading Material Selection, *Remedial Reading, *Teaching Methods

High school graduates too frequently find the routes to their career goals blocked by inadequate reading skills. College instructors can help these academically disabled students by accurately diagnosing students' reading deficiencies and by selecting appropriate materials to strengthen specific skill areas. In selecting materials for learning disabled students it is important to stress visual, auditory, and tactile learning experiences. Basic word recognition skills of reading disabled students can be strengthened through exercises in sound and symbol discrimination, structural analysis (phonics, decoding, and syllabication), dictionary use, figures of speech, and comprehension. (AEA)

ED 192 296

CS 005 677

Jund, Suzanne, Ed.

Theme: Diagnostic Reading Instruction.

Wisconsin State Reading Association, West Allis.

Pub Date—Mar 80

Note—44p.

Journal Cit.—Wisconsin State Reading Association Journal; v24 n3 Mar 1980

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Games, Mainstreaming, Program Administration, *Program Improvement, *Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Teachers, *Teaching Methods

The theme of this special journal issue is diagnostic reading instruction. The first of two main articles discuss ways to teach reading in a diagnostic-prescriptive way and the second deals with how to select a reading instruction approach for the mainstreamed child. Regular journal features discuss research on assessing readers' strategies through miscues, relevant research on the administration of reading programs, ways to use board games as diagnostic instruments in the classroom, and a diagnostic primer for parents. The issue journal also contains notes from the Wisconsin Department of Public Instruction on future directions in education and a guest editorial. (RL)

ED 192 297

CS 005 680

Heinrichs, Audrey S. Rim, Eui-Do

A Survey of Classroom Practices in Reading: Reports of First, Third, Fourth, and Sixth Grade Teachers in Delaware, New Jersey, and Pennsylvania.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Note—156p.

Available from—Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 (\$10.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Classroom Techniques, Elementary Education, Grade 3, Grade 4, Grade 6, *Reading Instruction, *Reading Research, Student Behavior, *Teacher Behavior, *Teaching Styles, Time Factors (Learning)

Limited to first, third, fourth, and sixth grade teachers within the tri-state area of Delaware, New Jersey, and Pennsylvania, this survey examined (1) what teachers did when they taught reading, (2) the materials they used, (3) who made decisions about instructional processes, and (4) the bases they used. The responses are reported in terms of four classroom process constructs: "Opportunity" (encompasses variables related to the time available for students to learn curriculum content); "motivators" (covers variables that support and enhance student learning, both curriculum variables and nonacademic interaction among people in the classroom); "structure and place" (includes the clarity and specificity of curriculum objects, the frequency with which new objectives are presented, and the relationships between the curriculum materials and the stated curriculum objectives; and the placement of students into appropriate levels of the curriculum, sequencing and pacing, and grouping patterns); and "instructional events" (subsumes mechanisms and methods for connecting the learners with the feedback that is needed to implement their progress toward the desired competency). (HOD)

ED 192 298

CS 005 681

Johnson, Linda L.

The Effects of Word Frequency, Sentence Length and Sentence Structure on the Readability of Two College Textbook Passages.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCIS-TR-551

Pub Date—Jul 80

Grant—OB-NIE-G-80-0117

Note—242p.; Appendix A and B may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Discourse Analysis, Grade 12, Language Styles, *Readability, Reading Comprehension, *Reading Research, Secondary Education, *Sentence Structure, Textbook Evaluation, Textbooks, *Word Frequency

Identifiers—*Stylistics

A study was conducted to determine the effects of sentence length, sentence structure, and word frequency on the readability of textbook prose. Specifically, the study assessed the extent to which the factors, taken alone or in combination, affected the readability of two 1,000-word college textbook passages when the content remained the same. Two existing textbook passages were rewritten to create eight different versions of each passage: one pair of passages was written with a shorter average sentence length than the original, a second pair contained more frequently occurring synonyms substituted for some of the infrequently occurring words in the original, and a third pair was composed of modified sentence structures. The remaining pairs included combinations of these three readability factors. At the first of two sessions, 336 high school seniors read a passage about cells or computers, recorded their reading times, responded to measures of interest and comprehension, then read a second passage. The second passage, on the other topic, was assessed for retention a week later. Results showed that shortening the averaging sentence length, changing the sentence structures, and altering word frequency did not improve the reading efficiency of the students, nor did they affect the students' interest in or their comprehension of the passages. (Author/FL)

ED 192 299

CS 205 711

Overbeck, Wayne

Toward State and Local Government in the Sunshine: A 1980 Study of Open Meeting Laws in States That Received Low Scores for Openness in 1974.

Pub Date—Aug 80

Note—78p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980). A number of pages in appendices may be marginally legible.

Pub Type—Reports - Research (143) Speeches - Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Disclosure, Freedom of Speech, *Government Role, *Journalism, *Local Legislation, *Media Research, News Reporting, *State Legislation

Identifiers—*Open Meetings

Standard legal methods, statutory developments, case law, and attorney generals' opinions were analyzed in a study of the nine states that received the lowest rankings in J. B. Adams's 1974 investigation of open meeting laws across the United States. In addition, statutory and judicial open meeting activity in the remaining 41 states was surveyed to provide an overview of the field. The nine states examined were: Connecticut, Delaware, Hawaii, Indiana, Maryland, Mississippi, New York, Rhode Island, and West Virginia. The major findings were that (1) all of the nine states have enacted comprehensive open meeting laws since 1974, (2) all 50 states have comprehensive statutory laws requiring open meetings of state and local agencies, and (3) no reported appellate court decision has invalidated any of the major provisions of any state's open meeting statutes. (FL)

ED 192 300

CS 205 768

Jacobson, Thomas L.

Responses to the New International Information

Order: The United States.

Pub Date—Aug 80

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communications, *Developed Nations, *Developing Nations, Foreign Countries, Foreign Policy, *Freedom of Speech, *International Relations, Journalism, News Media, Policy Formation

Identifiers—*United States

Third World nations' calls for a new international information order are discussed and the responses of Western governments and in particular of the United States government to those calls are analyzed in this paper. The paper notes the Third World countries' preferences for a more restrictive flow of information across borders, their limited interest in the use of technology to transmit information, and their internal policies of restricting access of information to less advantaged classes, positions that are not accepted by Western countries. Official Western government responses are described as having been expressed primarily through participation in United Nations sponsored conferences, especially those of UNESCO. An overview of these conferences and their major issues is provided. A discussion of the reasons behind Western policies that promote a more open right to communicate includes mention of the profit motive and cold war diplomatic and political intentions. (MKM)

ED 192 301

CS 205 770

Kochavar, John J.

Needs Satisfied by Media Use: An Audience Typology.

Pub Date—Aug 80

Note—39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Behavioral Science Research, *Information Needs, Information Sources, Journalism, *Media Research, *Need Gratification, *News Media, Newspapers, News Reporting, *Public Opinion, *Use Studies

A study was conducted to segment the mass media audience on the basis of basic needs and media satisfactions. Two hundred undergraduate journalism students completed lengthy questionnaires rating their media use before and during the New York newspaper strike of 1978, along with their basic needs, media satisfactions, and a variety of other measures related to media use. Basic needs were categorized into needs for information/interpretation, social comparison, consumer information, escape, relaxation, and social contact/integration. Respondents were grouped, based on basic need scores, into four audience types: (1) the information dependent emphasized their needs for information about the environment and about other people; (2) escapists needed to escape, relax, and have something to do with others; (3) the

socially conscious had a high need for information about other people; and (4) the self concerned had high needs for media use and consumer information and a high interest in advertising and immediate gratification. These four types differed significantly on media use, content preferences, media satisfactions, and demographic indicators. The evidence for such different audience types has important conceptual and methodological implications for mass communication research. (AEA)

ED 192 302

CS 205 806

Smith, Hampden H., III

A Comparison of Agenda Setting in the United States by the Mass Media and Political Parties.

Pub Date—Aug 80

Note—37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Information Dissemination, *Information Sources, *Mass Media, *Media Research, Models, *Political Influences, *Politics, Research Utilization, Theories

Identifiers—*Agenda Setting, *Political Parties

A review of research on the roles played by the mass media and the political parties during the agenda-setting stage of political activity in the United States indicates that the mass media have assumed some of the informing and issue-initiating functions generally understood to be performed by political parties. It seems desirable to develop an empirically based theoretical model based on an acknowledgement that political parties play a minimal role in informing the public and establishing the issue debate and on a recognition of the substantial role of the media in those areas. Such a model would be based on an understanding that (1) the parties provide a mechanism for determining who the governmental actors will be, and the party label provides an affective cue for the 10% of the public considered political "actives" and for voters; (2) the issue-initiating and informing functions operate largely outside the partisan machinery; (3) political actives use a number of institutions (the mass media being a primary one) to initiate and carry on debate; (4) the mass media provide information that can be used by political actives; (5) candidates and governmental officials seek to disseminate their positions through the media; and (6) information about governmental activity is provided to the public largely by the news media. (Author/GT)

ED 192 303

CS 205 807

Koating, Keith

Notes towards the Development of a Poetics of the English Class.

Pub Date—Aug 80

Note—51p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (3rd, Sydney, Australia, August 18-22, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aesthetic Education, *Art, Educational Needs, Educational Objectives, *English Instruction, Etymology, Fine Arts, Higher Education, Humanities Instruction, *Interdisciplinary Approach, Language, Literary Criticism, *Literature, *Music, Relationship, Teacher Role, Visual Arts

Identifiers—*Shakespeare (William), Shaw (George Bernard)

The major thesis of this paper is that the teaching of English should be interdisciplinary. The paper shows that the works of George Bernard Shaw and William Shakespeare are interdisciplinary and observes that the greatest current educational need is for breadth of education and interdisciplinary linkages rather than for transmission of facts. It shows how human beings use language, myths, and metaphors to express and create realities; demonstrates how reality is expressed and transformed in music and art; and shows how historical realities are portrayed in Shakespeare's chronicles. The paper also points to the relationship of English instruction to the reality of the outside world, shows how the English classroom is analogous to the theatre, and argues that the explosive energies beneath the surface of artistic structure in music and poetry are stimuli to intellectual involvement in the English class. The paper concludes by outlining salient characteristics of art, by pointing out that one area of

knowledge confirms another the way one art form confirms another art form, and by noting that the purpose of English is the purpose of art: to analyze and transcend experience and to seek higher unities and syntheses for common understanding. (GT)

ED 192 304

CS 205 812

Washington, Thomas P. And Others

Evaluation Design: Written Composition Program.

Publication Number 79.24.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—80

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Elementary Education, Minority Group Children, *Program Effectiveness, *Program Evaluation, *Writing (Composition), *Writing Instruction

This booklet outlines procedures for evaluating a school district's writing program that was designed to overcome the adverse educational and social effects of minority group isolation by improving the academic achievement of minority group students. The first section describes how the writing program addressed three of the school district's priorities for students in kindergarten through grade five: (1) student achievement in language arts, (2) student achievement in social studies, and (3) minority student achievement in all basic skills areas. The second section lists the methods proposed to evaluate the program, including commercially available tests, classroom observations, and teacher questionnaires. The third section discusses the two issues to be addressed by the evaluation: the dissemination of the instructional activities of the written composition program throughout the school district and the retention of certain aspects of teacher training in the program model. The remainder of the booklet provides a breakdown of the evaluation into specific skill areas and information on the dissemination schedule, information sources, data collection, and time allocation. (AEA)

ED 192 305

CS 205 816

Bowman, Mary Ann Stamas, Joan D.

Written Communication in Business: A Selective Bibliography, 1967-1977.

American Business Communication Association, Urbana, Ill.

Pub Date—80

Note—104p.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, *Business Communication, *Business Correspondence, Higher Education, Job Skills, Newsletters, *Technical Writing, *Writing (Composition), Writing Instruction

Designed for use by teachers and students of business communication, writers working in business, and librarians in academic, business, and public libraries, this annotated bibliography lists more than 800 books and articles published from 1967 to 1977. It includes entries on the writing of business letters, memos, reports, employee publications, resumes, and direct mail, as well as items concerning the teaching of written business communication. A subject index is also provided. (FL)

ED 192 306

CS 205 818

Golden, Joanne M.

A Schema for Analyzing Response to Literature

Applied to the Responses of Fifth and Eighth

Graders to Realistic and Fantasy Short Stories.

Pub Date—[78]

Note—45p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Analysis, *Critical Reading, *Discourse Analysis, Elementary Education, Grade 5, Grade 8, Literary Criticism, *Reading Habits, *Reading Interests, Reading Research, Student Reaction

Identifiers—*Reader Response

A study was conducted (1) to develop a more comprehensive theoretical framework for exploring the nature and process of response to literature, (2) to develop an integrated schema for analyzing responses, and (3) to apply this theory and schema to the responses of fifth and eighth grade students to two different kinds of texts. Subjects were ten fifth grade students and ten eighth grade students who were asked to listen to a taped version of a fantasy story and a realistic story as they read along. Fol-

lowing exposure to the stories, subjects orally responded to questions designed to elicit responses such as retelling, evaluation, and interpretation. Responses were analyzed to determine the level of discourse, cognitive operation, pattern of reference, and reconstruction of the text during recall. Responses to the two stories revealed differing patterns across age and text. Eighth grade students were found to have more interpretive responses and fewer expressive responses and fifth grade students demonstrated more global responses to the stories. The findings suggest that response to literature is influenced by the nature of the text as well as by the reader, that readers are sensitive to elements of the text such as style, lexicon, and events, and that they are aware of their relationship to world events. (MKM)

ED 192 307 CS 205 821

Shaw, Eugene F. Riffe, Daniel

NIS and Radio's All-News Predicament. Journalism Monographs No. 69.

Association for Education in Journalism.

Pub Date—Aug 80

Note—44p.

Available from—AEJ Publications Manager, School of Journalism, University of Minnesota, Minneapolis, MN 55455 (\$2.50)

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Failure, *Media Research, News Media, *News Reporting, *Programming (Broadcast), *Radio

Based on case studies of 15 all-news radio stations, this report isolates major factors contributing to the all-news format's frequent failure and assesses its potential for success. The history of the News and Information Service (NIS), which the NBC radio network operated between 1975 and 1977, serves as a backdrop for the information presented in the report. Sections of the report discuss the following topics: (1) the 15 stations and 33 officials in the original case studies, (2) reasons the stations converted to the all-news format, (3) the effect on local staff, (4) the business community's response, (5) promoting the all-news format, (6) local programming and staff credentials, (7) stations' appraisals of NIS, (8) factors involved in stations' decisions to drop the all-news format, (9) all-news stations on their own after the demise of NIS, (10) the commitment to local coverage within an all-news format, (11) journalism and show business, and (12) the future of all-news radio stations. The report concludes with a critique and confirmation of the viability of all-news formats. (RL)

ED 192 308 CS 205 822

Garcia, Mario R.

The Newspaper Editor As Graphic Strategist.

ANPA News Research Report No. 27.

American Newspaper Publishers Association, Washington, D.C.

Pub Date—3 Sep 80

Note—25p.

Pub Type—Guides - General (050) — Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Design, *Editing, Graphic Arts, Guidelines, Headlines, Journalism, *Layout (Publications), *Newspapers

This report discusses the graphic strategies available to editors for positioning the day's news. The purposes of the report are: (1) to introduce those in charge of designing the newspaper page to the structural approach to design (the structural approach is defined as incorporating horizontal and vertical structures in the available spaces, while creating visual order), and (2) to provide several graphic strategies that will allow the designer flexibility and functionalism in a variety of design problems. Headline alternatives, the use of white space, borders, and quotations are a few of the strategic tools discussed in detail. Approximately half of the report consists of illustrations of the various strategies suggested. (AEA)

ED 192 309 CS 205 823

Sorensen, Marilou R., Ed.

Teaching Young People about the Law through Literature: An Annotated Bibliography.

Utah State Dept. of Public Instruction, Salt Lake City.

Pub Date—May 80

Note—144p.; Index may not be legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, *Childrens Literature, Citizenship, *Citizenship Education, Conflict, Conflict Resolution, Content Area Reading, Elementary Secondary Education, Interdisciplinary Approach, Laws, *Reading Materials, Reading Material Selection, *Social Studies, *Thematic Approach, *Values Education This annotated bibliography is intended for pre-school, elementary, and middle school teachers who want to incorporate law-related reading materials into their reading, language arts, and social studies programs. Fiction, fantasy, poetry, and nonfiction are listed under four general topics: citizenship, conflict and conflict resolution, authority and governance, and values. The four broad topics are divided into 32 subthemes, which are matched to the book titles in an alphabetical grid at the end of the bibliography. Each entry in the bibliography contains author, title, annotation, type of literature, and intended age/grade level of the work. Some entries have suggestions for discussion questions and activities. Several unit approaches are suggested for studying various subthemes within the general topics. (RL)

ED 192 310 CS 205 824

Miyamura, Candace P.

Building Communicative Competence in the Bilingual/Bidialectal Classroom.

Pub Date—Nov 79

Note—39p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Students, Black Dialects, Communication Problems, *Communication Skills, *Cultural Awareness, *Cultural Differences, Elementary Secondary Education, Language Skills, *Linguistic Competence, *Minority Group Children, Sociolinguistics, Speech Communication, *Teacher Responsibility

Identifiers—*Intercultural Communication

Cultures differ in rules that govern communicative behavior, and these differences can cause teacher/student miscommunication in the classroom and can also interfere with the academic performance of minority group children. These differences can be overcome, however, by knowledgeable teachers who endeavor to build and expand the communicative competence of minority group children. Teachers can accomplish this by fostering children's ethnic identity and pride while expanding their communication skills to include those of the dominant culture. To achieve this, teachers should provide a broad range of experiences to expose children to the full repertoire of communicative strategies and rules as they are defined by each culture. Teachers should also provide activities that expand children's social sensitivity and metalinguistic awareness and that afford opportunities to practice newly acquired dominant culture skills. The goal is to produce individuals who are capable of functioning in two realms and who feel comfortable in both. (FL)

ED 192 311 CS 205 825

Stevenson, Robert L. Cole, Richard R.

Patterns of World Coverage by the Major Western Agencies.

Pub Date—May 80

Note—32p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communications, Developed Nations, *Developing Nations, Foreign Countries, Freedom of Speech, *Information Sources, *International Relations, International Studies, *Media Research, *News Reporting, Press Opinion

Identifiers—*News Agencies

Drawing from the findings of a lengthy study of international news conducted by the American Committee of the International Association for Mass Communication Research at the request of UNESCO, this paper provides information on the system by which news is distributed around the world, on the international news content of four Western news agencies (The Associated Press, United Press International, Reuters, and Agence France-Presse), and on different explanations for the dominance of these four organizations. The paper concludes that Western news agencies do not ignore the Third World in their regional service to developing nations, that news emphasizing politics is standard all over the world, and that western agencies are dominant in most of the world because their files require less editing to conform to local sensitivities and opinions. Tables are provided concerning (1) geographic distribution of wire service news to Latin America, (2) geographic representation of wire service news by regional origin, (3) coverage of three world areas by Western news agencies, (4) distribution of the main topic of wire service news to Latin America, (5) correlation between main topics in First and Third World coverage, (6) themes and references in foreign news, (7) correlation between media and wire service coverage in Latin America, and (8) sources of foreign news from 16 countries. (MKM)

ED 192 312 CS 205 826

Engel, Jackie, Comp.

Survival Kit for School Publications Advisers.

Kansas Univ., Lawrence. Div. of Continuing Education.

Pub Date—80

Note—262p.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Faculty Advisers, Guidelines, *Journalism Education, *School Newspapers, Secondary Education, *Student Publications, Teacher Responsibility, *Teacher Role, Teaching Methods, *Yearbooks

This guide offers advice and practical assistance to high school publications advisers. The first section provides general information about school publications, including planning and organizing, public relations, protecting the program and the school, available resources, and advertising. The second section concerns school newspapers and contains information on selecting a staff, staff responsibilities, planning the first issue, and figuring a paper budget. This section also offers guidelines for making policy and editorial decisions and provides examples of editorial policy statements; samples of a style sheet, nameplate, masthead, headline schedule, assignment sheet, and slug sheet; and a schedule for a biweekly publication. The third section deals with yearbook production. Following a discussion of the purposes of a yearbook, it offers guidelines for good yearbooks, a yearbook evaluation exercise, guidelines for critiquing the yearbook, an evaluation guide for exchange yearbooks, and a discussion of the pros and cons of yearbook competitions. Glossaries of newspaper and yearbook terms are appended. (RL)

ED 192 313 CS 205 827

Rowland, Willard D., Jr.

The Struggle for Self-Determination: Public Broadcasting, Policy Problems and Reform.

Pub Date—Aug 80

Note—47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Government Role, Mass Media, *Needs Assessment, *Policy Formation, *Public Television, Radio, *Telecommunications

Identifiers—*Public Broadcasting In the current communications regulatory and policymaking environment there are several factors of crucial importance to public broadcasting, including (1) the system's increased visibility; (2) the impact of inflation on governmental budget decisions; (3) policymaker assumptions about new technologies, economic forces, and deregulation; and (4) concerns about the system's performance in such areas as financial accountability and public access and participation. These and other factors have been

reflected in recent Federal Communications Commission notice and proposed rules, in the "Public Telecommunications Financing Act of 1978," and in the various proposals for the rewrite of the Communications Act. The main participants in this debate have been members of the communications reform, policymaking, and professional public broadcasting communities. The debate has revealed changes and some inconsistency in policy toward public broadcasting, which appear to be leading to a softening of federal support for the system, to its continued politicization, and to certain public service losses. These difficulties suggest the advisability of reassessments among all involved parties—the reformers, the policymakers, and the public broadcasters. (Author/FL)

ED 192 314 CS 205 828

Program of Studies: English Language Arts, K-8. Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—16p. For related document see CS 205 829.
Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Basic Skills, *Behavioral Objectives, *Educational Objectives, Elementary Education, *Language Arts, Program Descriptions

A district-wide language arts program for kindergarten through grade eight that emphasizes aesthetic expression in addition to a basic skills component is described in this booklet. The booklet also presents a statement of the goals of the school district's board of education, a list of overall program goals, and information on general program applications, such as the use of language arts and reading labs, electives for grades seven and eight, a developmental composition program, and the development of film viewing skills. The major portion of the booklet describes the specific language arts programs for kindergarten through grade two, grades three and four, and grades five and six; ungraded English for speakers of other languages; and English for grade seven and for grade eight. Each program description includes a list of specific behavioral objectives. (AEA)

ED 192 315 CS 205 829

Program of Studies: English Language Arts, Grades 9-12.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—32p. For related document see CS 205 828.
Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education, Basic Skills, *Behavioral Objectives, *Course Content, Course Descriptions, *Course Objectives, Curriculum Guides, Government School Relationship, Graduation Requirements, *Language Arts, Program Descriptions, Secondary Education

A district-wide language arts program for grades 9 through 12 that emphasizes aesthetic expression in addition to a basic skills component is described in this booklet. A foreword discusses at length the curriculum guide on which the program is based and outlines the potential for the guide's use and modification, the relationship of the state and federal government to the curriculum, recommended time allocations and graduation requirements, and availability of the recommended instructional materials. The booklet also presents a statement of the goals of the school district's board of education, a list of overall program goals, and information on general program applications such as school literary magazines, basic writing proficiency examinations, and the development of film viewing skills. The major portion of the booklet describes specific English, speech, and journalism courses for grades 9 through 12 and an ungraded English course for speakers of other languages. (AEA)

ED 192 316

Pritchard, Constance J.
Teaching Women Prisoners to Write.

Pub Date—Mar 80

Note—11p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, *Correctional Education, Correctional Institutions, Educational Benefits, *Females, Higher Education, *Language Skills, *Prisoners, Program Descriptions, Speech Communication, *Writing (Composition), *Writing Instruction

Courses in college composition taught as part of the University of South Carolina's program at the Women's Correctional Center in Columbia, South Carolina, (a minimum security state prison) have proved valuable to prisoners. Despite the problems encountered, including lack of cooperation from the prison administration and inadequacy of available materials, the program has been found by many inmates to be an important way to prepare to reenter society. The benefits that inmates derive from writing instruction are improved skills in communication, thinking, and semantics. The Women's Correctional Center community is very verbal, and inmates are aware of the need to adapt their language to fit varying prison situations and to express themselves clearly and carefully. Written language is also important in the prison community since it is needed for such activities as applying for privileges, appealing convictions, and writing letters. Through their training in writing skills, inmates have gained knowledge about language and words, consciousness of diction, improved persuasive writing skills, and an avenue for self-expression. The prison courses have differed from traditional courses in the writing topics chosen and in increased chances for individualized instruction. (Excerpts from inmates' writing are included.) (GT)

ED 192 317

Lipscomb, Delores
Tutoring Writing: Examining the Process.

Pub Date—Mar 80

Note—15p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Credibility, Higher Education, *Individual Instruction, Listening Skills, Secondary Education, *Student Centered Curriculum, Student Interests, *Student Teacher Relationship, *Tutoring, Tutors, Writing (Composition), *Writing Instruction

Identifiers—*Writing Laboratories

A variety of components that operate in tutoring writing are examined in this paper. Discussed are (1) the importance of the tutor's language, tone of voice, and verbal interaction with the students; (2) active listening techniques; (3) establishing an atmosphere of trust and acceptance; (4) helping students develop a framework for understanding their writing problems; and (5) establishing a flexible environment with a number of learning options such as free writing, journals, or sentence combining. (AEA)

ED 192 318

Walton, Kathy, Ed.
AWP Catalogue of Writing Programs. Third Edition.

Associated Writing Programs.

Report No.—ISBN-0-936266-01-5

Pub Date—80

Note—121p.

Available from—Associated Writing Programs, Old Dominion University, Norfolk, VA 23508 (\$5.00, 20¢ on 5 or more)

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Choice, *College English, *College Programs, *Creative Writing, *Graduate Study, *Higher Education, Program Descriptions, Program Guides, Undergraduate Study, *Writing (Composition)

New and revised information on workshop and

CS 205 830

degree programs in creative writing offered at 251 United States and five Canadian colleges is contained in this catalogue. Entries on each institution provide the following: (1) information about the degree offered and about the required course of study, including thesis requirements, number of hours needed in workshop courses, independent study, and literature courses; and (2) a narrative description of the general program, including information about admission requirements, faculty members and their publications, and names and addresses of people to write for more information about the program. (MKM)

ED 192 319

Brown, George S.

Don't Shut a Stereotype Skeleton in Your Classroom Closet.

Pub Date—Apr 79

Note—14p. Paper presented at the Annual Meeting of the Association for Childhood Education International (St. Louis, MO, April 8-13, 1979)

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Ethnic Stereotypes, *Instructional Materials, *Role Perception, Sex Stereotypes, *Stereotypes, *Student Attitudes, Teacher Attitudes, Teaching Methods, *Textbook Bias, Textbooks

Teachers need to be aware of the stereotypes that their textbooks promote. An informal survey of the illustrations in a sampling of third grade textbooks revealed numerous examples of ethnic and sexist stereotypes. A knowledge of children's learning patterns can help teachers lead their students away from stereotypes by introducing them to information beyond their textbooks. Suggested classroom activities include (1) comparing a newspaper report on a geographic location to a textbook account of that place, (2) comparing news reports to textbook descriptions of certain groups of people, (3) using male and female paper dolls in a classroom of very young children, (4) taking a field trip to see persons working in nontraditional roles, (5) expanding the textbook material on a particular ethnic group, and (6) posting a career bulletin board with pictures of both males and females in certain careers. (AEA)

ED 192 320

Daly, John A. Wilson, Deborah

Writing Apprehension, Self-Esteem, and Personality.

Pub Date—[80]

Note—26p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Anxiety, Higher Education, *Personality Traits, Relationship, *Self Esteem, *Writing (Composition), Writing Instruction

Identifiers—*Writing Apprehension

Twelve studies relating writing apprehension to a variety of measures of self-esteem and personality are summarized in this paper. The findings reported indicate that apprehension is inversely related to self-esteem, marginally related to some personality measures (alienation, tolerance for ambiguity), inversely associated with mathematics anxiety, and positively correlated with attitudes toward oral communication and reading. (FL)

ED 192 321

Lemrow, Lynne Lemrow, Joseph H.

Uses of Popular Culture in the Composition Classroom: No Apologies-No Regrets.

Pub Date—Feb 80

Note—12p. Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (Kalamazoo, MI, February 14-16, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Comics (Publications), *Expository Writing, Higher Education, *Periodicals, Popular Culture, Reading Interests, Reading Materials, Recreational Reading, Secondary Education, *Teaching Methods, Writing Exercises, *Writing Instruction

Magazines and comic strips are two readily available cultural artifacts that can be used by expository writing teachers. Magazines are a particularly rich source of referential material for the composition classroom, offering examples of various prose styles and formal structures. One possibility for using magazines in writing classes is a four-part unit on magazine advertising that demonstrates Erving

Goffman's views on how advertising reflects and reinforces male dominance and female submissiveness as normative behavior. The unit would include an introduction to Goffman's views, a workshop in which students examined material in Goffman's terms, a prewriting discussion of ways to share conclusions about the material, and the actual writing of expository essays. A unit on comics could discuss ideas such as distinguishing between the complexities of authorial intention and the psychology of reader response, making some attempt to differentiate between the cartoonist's intent and the rhetoric employed to convey it, and employing a standard descriptive vocabulary that accounts for the psychology of comics and the parts of a comic strip. (RL)

ED 192 322 CS 205 836

Ylisaker, Miriam

An Experiment in Encouraging Fluency. Curriculum Publication No. 8.

California Univ., Berkeley. School of Education. Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—79

Note—30p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 (\$3.00 postage and handling)

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Feedback, Secondary Education, Student Writing Models, *Teaching Methods, *Workshops, *Writing (Composition), *Writing Instruction

Identifiers—*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. Introductory sections discuss writing fluency and the goals and procedures of a high school writing workshop for noncollege preparatory students. The work of three representative students is presented in a case study account of the positive effects of the workshop approach on student writing interests and abilities, emphasizing the presentation of written work to peers for evaluation and feedback. An appendix contains samples of writing workshop materials and examples of student writing at the beginning and the end of the course. (RL)

ED 192 323 CS 205 837

Barnes, Douglas

Language Across the Curriculum: The Teacher as Reflective Professional.

Pub Date—Aug 80

Note—17p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (13th, Halifax, Canada, August 18-22, 1980). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Classroom Communication, Educational Objectives, Elementary Secondary Education, *Interdisciplinary Approach, Language Acquisition, *Language Skills, *Learning Processes, Linguistics, Oral Language, *Teacher Attitudes, Teacher Education, Writing (Composition)

Many issues relating to the teaching of language across the curriculum (LAC) are considered in this paper. Among the topics discussed are: (1) language development as a goal of teaching; (2) the use of language activities, including exploratory talking and writing, as a means of learning; (3) issues in which teachers might interest themselves to extend their understanding of language and learning; (4) the contribution of linguistics to language across the curriculum; and (5) some strategies for in-school development of LAC. The paper relates a number of anecdotes to illustrate the points discussed. (GT)

ED 192 324 CS 205 838

Herman, Jerry

The Tutor and the Writing Student: A Case Study. Curriculum Publication No. 6.

California Univ., Berkeley. School of Education. Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—79

Note—25p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 (\$3.00 postage and handling)

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Case Studies, College Students, Higher Education, Remedial Instruction, Skill Centers, Teaching Methods, *Tutoring, *Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—*Bay Area Writing Project, *Revision (Written Composition), Writing Laboratories

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The first part of the booklet describes a college writing center and the tutorial teaching that takes place in the center. The second part reports a case study of a student who worked through six drafts of a piece of writing. Appended is a transcript of the tutorial session on the fifth draft. (AEA)

ED 192 325 CS 205 839

Siegel, Gail And Others

Sequences in Writing, Grades K-13. Curriculum Publication No. 13.

California Univ., Berkeley. School of Education. Spons Agency—Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—60p.

Available from—Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 (\$3.00 postage and handling)

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Program Descriptions, *Remedial Instruction, *Sequential Approach, Sequential Learning, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers—*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. It describes four sequences for teaching writing developed by four teachers at four different levels—kindergarten through grade three, intermediate grades, grades 9 through 12, and remedial—that share the following similarities: (1) all are based on the teachers' observations of the development of writing abilities in their students, (2) all treat writing as a process that may move through several stages rather than merely as the creation of finished products to be evaluated by the teacher, and (3) all view the teacher's role as one of assisting and encouraging student writers individually in finding the most effective written form for their ideas. (AEA)

ED 192 326 CS 205 840

Rabianski, Nancyanne

Systematic or Unsystematic Invention Instruction: Which is More Effective for a Student Writer?

Pub Date—80

Note—35p.; Research prepared at the State University of New York at Buffalo.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anxiety, College Bound Students, Comparative Analysis, Concept Formation, Grade 10, Intelligence Quotient, Noncollege Bound Students, Secondary Education, *Student Characteristics, *Student Improvement, Teaching Methods, *Writing Instruction, *Writing Research, *Writing Skills

Identifiers—Free Writing, Heuristics, *Invention (Rhetorical)

A study was conducted to identify characteristics of student writers that might be used to predict which of two invention procedures—free writing or the tagmemic heuristic procedure—would be more effective in improving writing skills. A secondary purpose was to investigate whether writing improvement correlated with a lessening in anxiety. Three student characteristics were identified: conceptual level, IQ, and educational preference (aspiration). The subjects were 93 tenth grade students

in four sections, all taught by the same teacher, who was also the researcher. Throughout 20 weeks of instruction, the writing problems assigned and the data given were the same for all sections, but two sections were instructed in the tagmemic heuristic approach and two were instructed in free writing. Anxiety and attitude, conceptual level and IQ, and writing skills were assessed before, during, and after treatment. Results indicated that (1) the groups that studied tagmemic heuristics showed a trend toward writing improvement; (2) tagmemic heuristics were significantly more useful than free writing in increasing the number and variety of ideas in expository essays for college-bound students and for students with low conceptual level and with middle ability; and (3) after instruction in tagmemic heuristics, anxiety tended to decrease in low conceptual level and middle IQ groups and to increase in college-bound students. (GT)

ED 192 327 CS 205 841

Gwyn, Cindy Swanson-Owens, Deborah

Essay Editing: Helping Students Teach Themselves.

Pub Date—[80]

Note—12p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Editing, *Expository Writing, Higher Education, *Peer Evaluation, *Teaching Methods, Writing Exercises, *Writing Instruction, *Writing Skills

Since good prose is usually prose that has been carefully edited, devoting a significant portion of class time to editing should improve the writing and attitudes toward writing of college students in expository writing classes. By requiring students to edit their essays in class, writing teachers force the students to break their writing into a series of steps and to realize that writing is a process. One method of working the editing process into classroom activities is to have students meet in groups of three during the week before essays are due and have them edit each other's work. Preparing students to edit essays in this manner requires both individualized and group instruction in how to work with others and how to read essays critically. This information is provided by the teacher through lectures, drills, and homework interspersed with editing activities throughout the semester. In this way, students will initially edit papers for only those techniques that have previously been covered in class. As the semester goes on, they will acquire more expertise in editing until they have learned all the essential editing skills. An alternative to interspersing instruction with editing is to spend the first part of the semester instructing and the last part editing. Both schedules have been successfully applied. (A sample editing checklist for use by students is attached.) (RL)

ED 192 328 CS 205 842

Chaffee, Steven H. Choe, Sun Yuel

Newspaper Reading in Longitudinal Perspective: Beyond Structural Explanations.

Pub Date—Aug 80

Note—36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Behavior Change, Behavior Patterns, Information Seeking, Information Sources, *Media Research, *Models, *Newspapers, *Predictor Variables, *Reading Habits

Data from a national survey were used to test a model representing the dynamics of newspaper reading behaviors. It was hypothesized that three types of constraints (structural constraints, transitional constraints, and self-constraints) would be present to various degrees in four types of newspaper readers: regular readers, regular nonreaders, past readers who had quit reading (droppers), and past nonreaders who had begun reading (adders). These four types of readers were present in a sample of 1,201 people surveyed during both the 1974 and the 1976 election campaigns. Operational indicators included education and income for structural constraints; age and residential, marital, and occupational changes for transitional constraints; and campaign interest, campaign activity, attention to public affairs, and political activity outside the campaign context for self-constraints. Overall, the constraints model held up well under testing. As predicted, structural constraints accounted for sta-

ble nonreading. Transitional constraints, particularly those associated with youth and mobility, predicted changes in readership status. Directional changes, as represented by the adders and droppers, were associated mainly with indicators of self-constraints. The data were also consistent with expectations that self-constraints would be a function of structural factors, the strongest indicators of readership status. (RL)

ED 192 329 CS 205 843

Ives, William Rakow, Joel

Children's Ability to Solve Spatial Perspective and Rotation Problems through Language and Pictures. Technical Report No. 17.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Grant—G-78-0031

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Science Research, Child Development, Children, Cognitive Ability, Cognitive Development, *Cognitive Processes, Language Research, *Language Usage, *Perspective Taking, Primary Education, *Problem Solving, *Spatial Perception

The role of verbalization in children's mental operations was studied by comparing the mental operations children used in spatial perspective tasks (indicating another's view) and rotation tasks (imagining an object's rotation and one's own subsequent view). Each of 96 children (equal numbers of boys and girls, kindergarten and second grade students) was given one of the tasks and asked to respond either verbally or by picture selection. The results indicated that verbalizations led to substantially more correct responses on the perspective task, but not on the rotation task. Errors on the perspective task appeared primarily due to a failure to use the rule that a person in a different vantage point sees a different view, whereas errors on the rotation task appeared primarily due to failures in the computation process of determining exactly the nature of the new view. It was proposed that children manipulate descriptions of object features in perspective taking, while they manipulate more holistic images in rotation tasks. (Author/RL)

ED 192 330 CS 205 844

Stibbs, Andrew

Assessing Children's Language: Guidelines for Teachers.

National Association for the Teaching of English (England).

Pub Date—80

Note—93p.

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Language, Elementary Education, English Instruction, Guidelines, *Language Arts, *Language Usage, *Student Development, *Student Evaluation, Teacher Role, *Teaching Methods

Intended for classroom teachers, this book suggests some approaches to assessing children's language, describes some practices, and advises teachers of some of the problems in child language assessment. Chapter one provides illustrations of assessing child language usage, including looking at a piece of writing, administering a reading test, listening to a pupil read aloud, and responding to examination answers. Chapter two discusses the structures of assessment (the surface features of language use, the process of language, and the "basics" of language), their implications for teaching, and their implications for assessing. Chapter three focuses on tests, examinations, and their alternatives. The final chapter restates the guidelines for assessing children's language and considers how these guidelines might assist in the assessment problems used as examples. A glossary and bibliography are included. (RL)

ED 192 331

Felker, Daniel B., Ed.

Document Design: A Review of the Relevant Research.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75002-4/80-TR

Pub Date—Apr 80

Contract—400-78-0043

Note—171p.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Design Requirements, *Language Processing, Layout (Publications), Literature Reviews, *Publications, *Readability, *Reading Research, State of the Art Reviews, *Written Language

Identifiers—*Document Design Project

Research from several disciplines has been examined to create this literature review of information on document design, the overall movement toward producing public documents that the intended users can understand. Six chapters review appropriate research from the areas of psycholinguistics, cognitive psychology, instructional research, readability, human factors, and typography/graphics. A seventh chapter, written in the form of a case study, illustrates the development of an actual document design experiment, showing how research from the different disciplines can be used collectively to treat a typical document design issue. An appendix contains lists of references used in the seven chapters. (RL)

ED 192 332 CS 205 846

Technical Assistance from the Document Design Project: Report at the End of Year One.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75001-8/79-IR

Pub Date—31 Aug 79

Contract—400-78-0043

Note—38p.; Some small print may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Consultation Programs, *Government Publications, Information Services, Program Descriptions, *Program Implementation, Public Agencies, Publicity, Readability, *Technical Assistance, *Technical Writing, Workshops

Identifiers—*Document Design Project

Four activities of the Document Design Project (DDP) in its first year of operation are described in this report. The activities described are: (1) dissemination of information about the project; (2) creation of information services, including a library of more than 450 items; (3) development of a three-day course on document simplification, which was attended by people from 15 federal agencies; and (4) development of 16 technical assistance projects designed to build the capacity of federal agency staff members to design clear, comprehensible documents. A large portion of the report is devoted to descriptions of the scope and status of each of these projects. Appendixes present letters of appreciation from three federal agencies, a reprint of a "Higher Education Daily" article on a study of the complexity levels of basic grant applications, a list of conferences attended by DDP staff members, and a list of participants in DDP workshops. (GT)

ED 192 333 CS 205 847

Redish, Janice C. Racette, Kathryn

Teaching College Students How to Write: Training Opportunities for Document Designers.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75002-11/79-IR

Pub Date—Nov 79

Contract—400-78-0043

Note—43p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

CS 205 845

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Research, *Graduate Study, Higher Education, Surveys, *Undergraduate Study, *Writing (Composition), *Writing Instruction

Identifiers—*Document Design Project

A variety of college writing programs was surveyed and evaluated for examples of approaches to the teaching of the writing process in expository, business, professional, and technical writing. Some of the findings are: (1) Freshman composition teachers are focusing more on teaching the composition process than they were before, but one course in the freshman year is hardly enough training to make a student a skilled writer. (2) Advanced composition courses are becoming more popular, but there is a lack of definition of what advanced composition should cover. (3) Writing labs are available now at most schools, concentrating on teaching the mechanics of correct grammar for underprepared students. (4) "Writing across the curriculum" is a catch phrase covering several ways to involve non-English teachers in the teaching of document design skills. This interdisciplinary approach is the one most likely to have an effect on student awareness of the importance of writing ability. (5) Technical writing is the most appropriate model for a classroom-based course that directly teaches the composition process, including audience awareness, stylistics, use of graphics, and review, but few non-technical students take such a course. (6) There is great potential in graduate writing programs, because the few programs now operating at that level differ not only in focus but also in quality. (RL)

ED 192 334 CS 205 848

Gregg, Lee W.

Specifications for an Interdisciplinary Program in Document Design.

Carnegie-Mellon Univ., Pittsburgh, Pa. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—19 Nov 79

Contract—400-78-0043

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Core Curriculum, Degree Requirements, Design, Design Requirements, English Curriculum, Graduate Study, Higher Education, *Integrated Curriculum, *Interdisciplinary Approach, Needs Assessment, *Program Design, *Program Development, Psychology, Publications, *Technical Writing, Undergraduate Study, *Writing Instruction

Identifiers—*Document Design Project

This report is a statement of the tentative plans for an interdisciplinary program in document design (effective written communication of ideas to achieve social purposes) at Carnegie-Mellon University. It summarizes the current status of program planning in the following areas: the philosophy underlying the program, the structure of the program, its curriculum design, the needs and specifications for a communication design center for research activities, the core courses of the program, student programs in document design, and student evaluation. Programs at other universities with emphases on rhetoric and cognitive psychology, in which programs in document design might be offered, are discussed. (RL)

ED 192 335 CS 205 849

Draft Specifications for an Undergraduate Course in Professional Writing.

American Institutes for Research, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75001-8/79-IR

Pub Date—Aug 79

Contract—400-78-0043

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, Course Descriptions, *Course Organization, Expository Writing, Higher Education, Instructional Materials, *Professional Education, *Technical Writing, *Writing Instruction, *Writing Skills

Identifiers—*Document Design Project

Draft specifications for an undergraduate course in professional writing, designed to teach practical writing skills, are presented in this paper. The paper notes the need for such a course to prepare professional personnel for the writing they do in their jobs.

and it suggests that the course be aimed at juniors and seniors in liberal arts, engineering, and business programs. It then presents a prospective outline for the course, indicating topics that would be covered in an introductory course overview and in teaching students about six areas: (1) making decisions about documents, (2) prewriting steps, (3) writing and designing a document, (4) editing and revising a document, (5) evaluating documents, and (6) legal drafting and forms design. The paper also discusses the course format, materials for the course, and staffing for the course. (GT)

ED 192 336 CS 205 850

Redish, Janice C.

Differences in the Language and Design of Four PPIs for Valium. Technical Assistance Report No. 1.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—3 Jan 79

Contract—400-78-0043

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Content Analysis, Design, Differences, Drug Use, *Government Publications, Language Styles, *Layout (Publications), *Merchandise Information, Organization, *Readability

Identifiers—*Document Design Project, *Instructions

As part of the evaluation of four different versions of a patient package insert (PPI) for diazepam (Valium) created by the Food and Drug Administration (FDA), the content, organization, language, and design of the PPIs were compared. One PPI was a short prose piece with clear organization that did not particularly highlight warnings or, indeed, any specific piece of information. The second PPI was clear, personal in tone, and had a high level of explanation. It also stressed warnings more than the other versions by placing this section first, by highlighting it with use of large type and a box, and by using the word "warnings" rather than "cautions." The third PPI had a more complex style and organization than the first two PPIs, with a higher level of personalism but not as high a level of explanation as the fourth PPI. The last version of the PPI had the most difficult language style and the most complex graphic design. It did not use a personal tone but it had a high level of information and explanation. (RL)

ED 192 337 CS 205 851

Krug, Robert E.

Evaluating Documents: The Case of Patient Package Inserts. Technical Report No. 2.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75002-11/79-TR

Pub Date—Nov 79

Contract—400-78-0043

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Drug Use, *Evaluation Methods, *Information Utilization, *Merchandise Information, Patient Education, Physician Patient Relationship, Reading Comprehension, *Research Design, *Systems Analysis

Identifiers—*Document Design Project, *Instructions

To illustrate the types of factors that must be considered in evaluating public documents, this paper analyzes a number of possible outcomes resulting from one type of document, the patient package insert (PPI) designed to provide consumers of prescription drugs with information about the drugs. It first outlines the intended sequence for a PPI: (1) the patient receives the PPI, reads and comprehends it, (2) is satisfied with the prescribed treatment, (3) follows the prescribed regimen, and (4) improves in health. It then diagrams and discusses possible variations in the intended sequence that might result from such factors as the patient's failure to read the PPI, the patient's lack of comprehension of the PPI, or the patient's decision against taking the prescribed drug. It also shows possible variations in physician behavior that might affect the PPI sequence and considers complications such as those

that might arise from a PPI's presentation of information that frightens a patient. In its conclusion, the paper notes the usefulness of such analyses in document evaluation, outlines implications of the PPI analysis, and asserts that an evaluation should be a historical undertaking rather than a one-shot study. (GT)

ED 192 338 CS 205 852

Atlas, Marshall A.

Addressing An Audience: A Study of Expert-Novice Differences in Writing. Technical Report No. 3.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—15 Dec 79

Contract—400-78-0043

Note—96p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Comparative Analysis, Evaluation Methods, High Achievement, *Letters (Correspondence), Low Achievement, Organization, Research Methodology, Task Analysis, *Writing (Composition), *Writing Processes, *Writing Research, *Writing Skills

Identifiers—*Audience Awareness, *Document Design Project

To investigate differences in the writing processes of novice and expert writers, a test of writing skills was developed that required subjects to write a business letter in defense of a particular system of public transportation in response to a letter objecting to that system. In the first of three experiments, significant differences were found between the way ten expert writers (college graduates with extensive writing experience) and ten novices (first-semester freshmen with low verbal Scholastic Aptitude Test scores) generated ideas for their letters, generated outlines from given lists of ideas, and translated given outlines into text. In the second experiment, novices were asked to translate given outlines into letters, and the investigator studied the effects on their writing of completing a questionnaire that focused attention on the concerns of the reader of the letter. Results suggested that only 4 of 30 novice subjects addressed their reader's concerns in their letters and that the questionnaire had no effect on performance. In the third experiment it was found that two manipulations—removing the given outlines and increasing the specificity of the complaint letter—dramatically increased response to the audience. The results have implications for the training of writers and for the management of document generation within large organizations. (The paper includes materials used in the experiments and sample letters written by subjects.) (Author/GT)

ED 192 339 CS 205 853

Rose, Andrew M. Cox, Louis A. Jr.

Following Instructions. Technical Report No. 4.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75002-2/80-TR

Pub Date—Feb 80

Contract—400-78-0043

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Functional Literacy, *Functional Reading, Language Research, *Readability, Reading Comprehension, *Reading Research, *Sentence Structure, Syntax, *Writing Skills

Identifiers—Conditionals, *Document Design Project, *Instructions

Twenty-four adults participated in an experiment to determine the difficulty of conditional sentences of the kinds frequently found in the instructions in government forms. The stimulus materials were 128 sentence frames of the form, "If you are X, press button Y," where X was replaced by sixteen different conditional structures. These sentences functioned as conditional instructions, with the antecedent "if clause" expressing a reader-referenced statement on whose truth value the command was contingent. Responses were timed from sentence onset to response, and response accuracy was recorded. Results indicated that (1) whenever possible, negated or embedded clauses should be avoided in the design of instructions (e.g., "not male

and not married" should be changed to "female and single"); (2) performance in following instructions varied with the type of construction used; (3) conditional instructions of the form, "If you are not A, and are B, then do X" should be rewritten as "If you are B and not A, then do X"; (4) strings of "ors" are more difficult than strings of "ands"; and (5) response time for wrong items was substantially longer than for correct items. (MKM)

ED 192 340 CS 205 854

Holland, V. Melissa Rose, Andrew M.

Understanding Instructions with Complex Conditions. Technical Report No. 5.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75002-2/80-TR

Pub Date—Feb 80

Contract—400-78-0043

Note—89p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Difficulty Level, *Readability, *Reading Comprehension, Reading Processes, Reading Rate, *Reading Research, *Sentence Structure

Identifiers—*Document Design Project, *Instructions

Forty adults served as subjects in a study of the comprehensibility of instructions conditioned by multicategory compounds, such as "If you are male, or both married and not employed, go to question 3." The stimulus materials were 96 sentence frames of the form, "If you are X, press (button) Y," in which "X" was replaced by coordinate compounds generated by different combinations of five factors: (1) number of categories in the antecedent statement, (2) organization of categories, (3) "and" versus "or," (4) presence or absence of negation, and (5) organizational subtypes. In individual sessions, subjects responded to all 96 instructions, presented one at a time on a computer display terminal. Analyses of subjects' response time and accuracy yielded a number of results, including that the pattern of results, for both speed and accuracy, was primarily of the interactive type and that each of the major sentence dimensions appeared to contribute to overall sentence difficulty. The results have both theoretical and practical implications and lend support to the premise that complex instructions should be experimentally evaluated prior to inclusion in a public document. (GT)

ED 192 341 CS 205 855

Charrow, Veda R. Redish, Janice C.

A Study of Standardized Headings for Warranties. Technical Report No. 6.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-75002-2/80-TR

Pub Date—Feb 80

Contract—400-78-0043

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Consumer Education, Consumer Protection, *Design Preferences, Information Services, Information Utilization, Layout (Publications), *Merchandise Information, Publications, *Readability, *Reading Research, *User Satisfaction (Information)

Identifiers—*Document Design Project, *Headings, Warranties

A study was conducted (1) to discover whether using standardized headings on warranties would increase or decrease people's speed and accuracy in understanding the terms of warranties and (2) to determine what effect headings would have on people's attitudes toward warranties. Subjects were 48 adult consumers who read groups of four warranties for television sets and responded to questionnaires about the warranties. The warranties were counterbalanced so that different subjects received warranties in different orders. Each set of warranties had two warranties with headings and two without headings. All the warranties were written in clear and simple language. There were no statistically significant differences in either the number of correct responses or in the time taken to answer the questions. That is, subjects read warranties without standard-

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ized headings just as well as they read identical versions with standardized headings added. However, approximately 90% of the subjects showed strong preferences for standardized headings on warranties. (RL)

ED 192 342 CS 205 856
Gregg, Lee W. Hannah, Joyce E.

A Computerized Reference Library Using ZOG.
Technical Report No. 7.
American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80
Contract—400-78-0043
Note—38p; Best copy available.
Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computers, *Information Retrieval, *Information Systems, *Library Research, *Library Services, *Reference Services
Identifiers—*Document Design Project

To assist researchers, practitioners, and students in locating journal articles, books, papers, and reports relevant to all aspects of document design, the Document Design Project staff at Carnegie-Mellon University (CMU) is designing and building a computerized reference library using the operating system ZOG. The library will include material from all the disciplines that apply to document design and will display on a video terminal screen not only the bibliographical information, but also such things as the abstract, a brief description of any experiments, and guidelines for applying the findings. The operating system ZOG is a rapid response, large network, menu selection system developed for person/machine communication by CMU's computer science department. (This booklet gives step-by-step directions for using the system, illustrates instructions with actual frames that would be displayed on the videorecorder, describes the contents of the library, and explains the four ways material can be accessed—by author, discipline, type of document, or guidelines for document designers.) (Author/AEA)

ED 192 343 CS 205 857

Bond, Sandra J. And Others
Translating the Law into Common Language: A Protocol Study. Technical Report No. 8.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80
Contract—400-78-0043
Note—26p; Several figures may be marginally legible.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Editing, Government Publications, Language Skills, *Laws, *Technical Writing, *Writing (Composition), *Writing Research, Writing Skills

Identifiers—*Document Design Project, *Revision (Written Composition)

To determine if people who wrote legal documents could read such documents with understanding and rewrite them to be understandable to the general public, eight experienced government writers were asked to rewrite a portion of a government regulation for a general audience. The writers—four lawyers and four nonlawyers—were audio recorded as they revised the document to discover the protocols they were using as they worked. Their revisions were then ranked for comprehensibility. The two writers of the revisions rated highest had the following characteristics in common: (1) they were both lawyers, (2) they were the only writers who stated that they felt confident they had understood the regulation and that they had generated a satisfactory revision, (3) they were the only writers who read the passage completely through before attempting any revision, (4) they were very concerned with the appearance of the regulation, (5) they interpreted the task of revision broadly, (6) their editing protocols were laced with references to writing rules, (7) they were in touch with their audience, and (8) they were the only writers to reread their revisions. In contrast, the writers of the revisions rated poorest did not realize the needs of their audience. In addition, they misunderstood important aspects of the regulation and they interpreted the

instructions for revision in a very narrow sense. (Guidelines for revision based on the findings are included.) (FL)

ED 192 344 CS 205 858
Swartz, Heidi And Others

How Headings in Documents Can Mislead Readers. Technical Report No. 9.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80
Contract—400-78-0043
Note—35p.

Pub Type—Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Communication Problems, Cues, Expository Writing, *Readability, Reading Comprehension, *Reading Research, *Technical Writing, *Writing Skills

Identifiers—*Document Design Project, *Headings

Misleading headings in documents, which make it hard for readers to find what they need, are common in many types of documents. A review of research on the importance of cues in the reading process suggests that heading misuses might seriously impair understanding. Three experiments were conducted to discover how headings cue or mislead adult readers. Results of the first two experiments indicated that headings may be very important in some documents and suggested factors that differentiate between effective and ineffective headings. Results of the third experiment suggested that misleading headings can be offset by clear prose and led to the conclusion that the role headings play in documents is dependent on the nature of the document and on the reader's degree of familiarity with it. In attempting to write headings that help readers, document writers should consider that effective documents develop a human-centered network of ideas focusing on their audience's needs and that they are based on the "scenario principle," providing examples of scenarios in which the reader will likely play a part. Writers of headings should (1) adopt the scenario principle, (2) anticipate readers' questions, (3) clarify all terms used, and (4) make sure that short, definitional headings are accurate and specific. (GT)

ED 192 345 CS 205 859

Flower, Linda S. And Others
Revising Functional Documents: The Scenario Principle. Technical Report No. 10.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80
Contract—400-78-0043
Note—43p.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Editing, Government Publications, Guidelines, Language Skills, Research, Technical Writing, *Writing (Composition), Writing Skills

Identifiers—*Document Design Project, *Revision (Written Composition)

Defining "functional documents" as those such as regulations, contracts, and policies that people must read in order to act, this paper posits the need for a revision principle by which writers can structure such documents to meet readers' needs. The first part of the paper describes a research project that uncovered some needs of readers in processing and comprehending a functional document. The second part of the paper uses the findings of the research project to formulate a principle for the revision of documents, labeled the "scenario principle," which states that functional prose should provide examples of human agents performing actions in an understandable context. (FL)

ED 192 346 CS 205 860

Connors, Patricia
Research on the Returning or Older Composition Student.

Pub Date—Mar 80

Note—10p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type—Reports - Research (143) - Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *College Students, Higher Education, *Nontraditional Students, *Student Attitudes, Surveys, *Writing Instruction, *Writing Research

A survey was conducted to measure attitudes toward writing and toward methods of teaching writing to discover whether or not there were measurable differences between traditional college-aged students and older students and to consider what instructional implications such differences might have. Respondents included 137 students between 18 and 24 years of age and 45 students between 25 and 50 years of age. The two groups responded similarly to seven of the eleven areas covered by the instrument. Both groups indicated that they placed a high value on a college degree, both mildly agreed that they wrote well, most respondents believed that writing skills would prove useful to them, both groups did not consider their own experiences as adequate to write about, and both groups valued peer criticism. Differences between the groups were that older students indicated they spent more time outside of class revising work and preparing for class and they wanted more direction, guidance, or limitations concerning assignments. (MKM)

ED 192 347 CS 205 861

Moss, Peter
Literary Culture, Media Culture, Student Culture.

Pub Date—Aug 80

Note—22p; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (3rd, Sydney, Australia, August 17-22, 1980).

Pub Type—Speeches/Meeting Papers (150) - Information Analyses (070) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Influences, Educational Trends, *English Instruction, *Literary Genres, *Mass Media, *Narration, Secondary Education, *Student Developed Materials, Student Motivation

This paper argues that the ideas people hold about teaching literary genres are out-of-date, that fictions of the imagination have been taken over by the media, which turn everything into entertainment and do not allow reflection. Student narratives are suggested as a way of incorporating personal narrative as a literary genre in order to create opposition to the prevalence of media. The student narrative genre is considered in this paper as an appropriate one for beginning the process of critical engagement between experience and culture. Several examples of student narratives are included to illustrate this thesis. (MKM)

ED 192 348 CS 205 862

Gallo, Donald R.
Teaching English to the Handicapped.

Connecticut Council of Teachers of English.

Pub Date—80

Note—69p; The Connecticut Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Connecticut English Journal; v11 n2 Spr 1980

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *English Instruction, Instructional Materials, *Learning Activities, *Learning Disabilities, *Mainstreaming, Peer Relationship, *Physical Disabilities, Teaching Methods

The ten articles in this journal issue are intended to help English teachers deal with the problems posed by mainstreaming handicapped children into their classrooms. The first and second articles suggest ways of meeting the special needs of mainstreamed students and the third discusses the use of a videotaping activity as a reward for learning disabled and emotionally disturbed children. The fourth article offers observational and evaluative techniques for identifying students with weak self-images, which it identifies as a hidden psychological handicap. The fifth article describes a competency-based program designed to meet the needs of junior high school students with special needs, and the sixth suggests ways to help students in a regular classroom learn to accept their handicapped classmates. The seventh article discusses the use of teacher/student contracts as a means of behavior

modification, while the eighth discusses the legal and moral responsibilities of language arts teachers to their handicapped students. The ninth article offers an activity designed to help angry, frustrated students identify, accept, and resolve their anger and develop a positive self-image. The final article discusses resources to aid the English teacher in teaching handicapped students. (FL)

ED 192 349 CS 205 863

Reidy, Edward F., Jr. And Others

Fitchburg Public Schools Skills Achievement Monitoring Programs, Fitchburg, Massachusetts: Writing.

Fitchburg Public Schools, Mass.

Pub Date—[80]

Note—59p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Curriculum Guides, Elementary Secondary Education, *English Curriculum, *Evaluation Methods, *Grammar, Sequential Approach, Tests, *Writing (Composition), *Writing Skills

Identifiers—*Writing Evaluation

The Fitchburg, Massachusetts, school system's writing program designed to meet the requirements of the commonwealth's Basic Skills Improvement Policy is discussed in this paper. The skills sequences that were selected for use in the areas of composition (levels kindergarten through grade 12) and mechanics and usage (levels two through nine) are listed. The methods for evaluation of each of the sequences are discussed and the following materials are provided: writing sample topics; analytic rating sheets for writing samples (levels two through twelve) and explanations of the composition rating categories (levels four through six); a sample page from the mechanics and usage test; a sample student achievement report for the mechanics and usage test; and samples of class diagnostic summaries in both composition and mechanics and usage. (MKM)

ED 192 350 CS 205 865

Knowlen, Marvin J. H., Ed. Murphy, Lila B., Ed. Writing Is Witty, Responsive, Interesting, Timely, Impressive, Necessary, Graphic: Grades K-6. Saint Louis Public Schools, Mo.

Pub Date—79

Note—148p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Education, *Learning Activities, Teaching Guides, *Writing Instruction, *Writing Processes, *Writing Skills

This guide contains activities for use in helping elementary school pupils increase the quality and quantity of their written expression. The first section of the book contains prewriting, writing, and postwriting activities designed to develop specific skills. The remaining eight sections offer prewriting, writing, and postwriting activities for writing (1) directions, (2) descriptions, (3) stories, (4) letters, (5) reports, (6) poetry, (7) journals, and (8) business-related materials. Appendixes contain a list of resource materials; suggestions for using films, filmstrips, and slides in writing instruction; and a list of recommended films and filmstrips. (FL)

ED 192 351 CS 205 866

Reid, Leonard N. And Others

Male Readership Differences in Liquor Magazine Ads Employing Nonsensical and Sexual Humor. Pub Date—Aug 80

Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, *Communication Research, *Humor, *Males, Persuasive Discourse, Responses, *Sexuality

A study examined the attention getting value of nonsensical and sexual humor used in liquor advertisements to determine if one was more effective than the other in attracting male magazine readers. Thirty-two Starburst liquor ads taken from 1976 and 1977 issues of "Time," "Newsweek," and "Sports Illustrated" were analyzed by three male readers. Starbuck is a syndicated research service that measures readership through the use of an aided-recall technique to establish the amount of attention given to a particular ad. The readership scores for each ad generally represent interviews with one hundred or more readers whose demographic char-

acteristics match those of the audience of the magazine in which the ad originally appeared. The subjects were individually instructed to study each ad carefully and, based on an "overall impression" decision rule, to identify it as employing either nonsensical or sexual humor (according to definitions of the terms developed from research literature). Although no readership differences were found for male readers who remembered seeing or reading some part of the liquor ads, a significant difference was found for male readers who remembered reading more than half of the ads' copy. The findings suggest that ads employing nonsensical humor are potentially more effective in attracting male readers to "read on" than are ads employing sexual humor. (FL)

ED 192 352 CS 205 867

Gentry, Larry A.

An Analysis of the Content of Seven Spelling Series. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-79-10

Pub Date—30 Sep 79

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Educational Research, Elementary Education, Measures (Individuals), Spelling, *Spelling Instruction, *Student Evaluation, *Test Construction, *Textbook Content, *Textbook Research

A study was conducted to determine the precise content of elementary school spelling instruction. Spelling textbooks for grades one through six from seven major commercial publishers were selected on the basis of their use in elementary classrooms and were subjected to a critical, computer-assisted analysis in order to identify and classify the specific spelling skills actually taught through textbook instruction. The most striking fact to emerge from the investigation was that there is very little agreement among the series as to the appropriate content of spelling books. The results provide a better understanding of current spelling instruction as well as data for the construction of instruction-referenced assessment instruments such as the Southwest Regional Laboratory's Proficiency Verification Systems (PVS). PVS is an assessment inventory that matches assessment to actual instruction, and this investigation was directly related to the development of spelling inventories similar to the PVS inventories that have already been developed and implemented in mathematics and reading. (Appendixes identify the seven spelling series studied, the distribution of skills in the seven series, and suggested levels for assessing spelling content.) (AEA)

ED 192 353 CS 205 868

Gentry, Larry A.

The Occurrence of Selected Features in Elementary Spelling Texts. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/13

Pub Date—31 Jul 80

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abbreviations, Consonants, Content Analysis, Educational Research, Elementary Education, Spelling, *Spelling Instruction, Syllables, *Textbook Content, *Textbook Research

The purpose of this study was to focus on features of spelling textbook instruction that were not included in an earlier investigation. This paper presents data gathered from further analysis of the same seven commercial series used in the previous assessment and discusses the scope and sequence of major instructional categories. The following selected categories, given minimal treatment in the earlier study, are subjected to a thorough analysis: (1) consonant clusters, (2) irregular words, (3) compound words, (4) homophones, (5) abbreviations, (6) contractions, and (7) syllabification processes. More than half the paper consists of appendixes that identify the seven spelling series studied, the grade level distribution of spelling elements in the seven series, the focus of exercises for grades one through six, and the occurrence of each of the seven selected categories in three or more series. (AEA)

ED 192 354

Gentry, Larry A.

A New Look at Young Writers: The Writing-Process Research of Donald Graves. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/07

Pub Date—30 Jun 80

Note—28p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Research, *Research Methodology, *Writing (Composition), Writing Processes, *Writing Research

Identifiers—*Graves (Donald)

The contributions made by Donald Graves to research on written composition are examined. Particular attention is given to his case studies of the writing processes of young children. The results of these studies and their implications for instruction are analyzed and discussed. (Author/FL)

ED 192 355

Gentry, Larry A.

Textual Revision: A Review of the Research. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/11

Pub Date—31 May 80

Note—36p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Editing, Literature Reviews, *Writing (Composition), Writing Instruction, *Writing Processes, Writing Research

Identifiers—*Revision (Written Composition)

Recent studies and theoretical constructs pertaining to textual revision (the process of editing and reformulating written discourse) are discussed. The relative effectiveness of various revision strategies is examined, with particular attention given to different strategies employed by skilled and unskilled writers. Implications for researchers and instructors are outlined. (Author)

ED 192 356

Lawlor, Joseph

Improving Student Writing through Sentence Combining: A Literature Review. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/05

Pub Date—30 May 80

Note—72p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Elementary Secondary Education, Higher Education, Literature Reviews, *Sentence Combining, Student Improvement, *Writing (Composition), *Writing Instruction, *Writing Research

Identifiers—*Syntactic Maturity

The theoretical roots of sentence combining as a pedagogical strategy are discussed in this paper, along with recent studies of the development of written syntactic maturity. The paper examines several major sentence combining studies in detail and briefly summarizes additional relevant literature. The instructional implications of sentence combining research are also discussed. (Author/FL)

ED 192 357

De Mott, John

The Press Is Failing the Cities.

Pub Date—Apr 80

Note—16p.; Paper presented at the Regional Conference of the Association for Education in Journalism, Mass Communications and Society Division (Memphis, TN, April 10, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Journalism, Journalism Education, *Leadership Responsibility, *Newspapers, *Press Opinion, Public Opinion, *Social Responsibility, *Urban Improvement, Urban Studies

The failure of today's newspapers to provide creative leadership in successfully integrating our cities is tragic. White racism has become a critical factor in the neglect of our cities, as has the reluctance of some newspeople to involve themselves more deeply in efforts to explain today's urban crisis. Much of the journalism profession's disappointing performance in urban affairs reporting can be

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blamed on journalism education's failure to provide the requisite expertise in urban affairs to aspiring journalists. During the past few years, most of the special programs in urban affairs that were created in the late 1960s and early 1970s in schools and departments of journalism around the country have been dismantled. Some examples of progress can be seen, however, as the subject of urban affairs creeps slowly back into the agenda of conventions and other meetings of journalistic organizations. The progress is, however, slow and slight. (AEA)

ED 192 358 CS 205 873

Crook, Patricia R. Belcher, Ollie

Ageism: Its Portrayal in Children's Books: An Annotated Bibliography.

Pub Date—[79]

Note—39p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Discrimination, Annotated Bibliographies, *Attitude Change, Books, *Characterization, *Childhood Attitudes, *Children's Literature, Elementary Education, *Grandparents, *Older Adults, Reading Materials, Reading Material Selection

The children's books listed in this annotated bibliography contain older characters who are significant to the story, making the listing a useful resource for teachers and others interested in helping children become more sensitive to the ways in which older people are treated. The individual listings contain information on the author, title, publisher, age level (preschool, primary, intermediate), genre (fiction, biography), plot, and dominant image of the story (how the aged are portrayed). The citations are listed under the following topics: cross-cultural, death of a grandparent, fantasy-oriented, grandchild visiting grandparents, grandparents faced with changes while they are caring for children, living alone, living alone and becoming ill, grandparents living with or visiting grandchildren, grandparents who have primary care of young children, the nursing home, photographic essays, senility, and relationships between children and older people outside the family. (RL)

ED 192 359 CS 205 874

Anderson, Beverly L.

Writing Assessment Alternative for the '80s.

Pub Date—Jul 80

Note—16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980). Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Decision Making, *Educational Assessment, Educational Diagnosis, *Evaluation Methods, Formative Evaluation, Summative Evaluation, *Writing (Composition), Writing Research, Writing Skills Identifiers—*Holistic Scoring, *Writing Evaluation

This paper provides a brief overview of three direct measures of writing assessment—holistic, analytic, and primary trait scoring—and several variations and combinations of the three. It then relates these measures to eight types of educational decisions: (1) diagnosis of individual learner strengths and weaknesses, (2) student placement, (3) educational and vocational student guidance, (4) selection for admission to programs with enrollment limits, (5) certification of minimum competencies, (6) survey assessment, (7) formative program evaluation, and (8) summative program evaluation. (AEA)

ED 192 360 CS 205 875

Evert, Eldonna L.

A Thousand Topics for Composition (Elementary Level) Plus Practical Ideas and Strategies for Teaching. Second Edition.

Illinois Association of Teachers of English, Urbana. Pub Date—80

Note—50p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—Illinois English Bulletin; v68 n1 Fall 1980

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Motivation Techniques, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Skills

This journal issue provides topics and methods that elementary school teachers can use in writing instruction. The first part of the bulletin describes the nature of the composing process, the types of writing that elementary students produce, and an analysis of teaching strategies. These comments speak to the classroom teacher and reflect recent research as well as concerns and insights by respected authorities on composition. Suggestions are given for establishing and encouraging a classroom atmosphere conducive to creating a good writing program. Part two of the bulletin lists more than 1,000 topics for composition that are addressed to the pupil under the following headings: the writer's world (impressions, thoughts, values, etc.), characterization, narration, imaginative writing, play writing, reporting, and miscellaneous. Part three offers the teacher practical suggestions and motivational techniques for bringing composition into the elementary school curriculum. (RL)

ED 192 361 CS 205 876

Dixon, John Stratta, Leslie

Changing the Model for "Examining" Achievements in Writing: A Case for International Collaboration?

Pub Date—Aug 80

Note—10p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (3rd, Sydney, Australia, August 17-22, 1980). Best copy available.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, *Evaluation Criteria, Evaluation Methods, *Models, Narration, Persuasive Discourse, Student Development, *Student Evaluation, *Writing (Composition), Writing Processes, *Writing Research Identifiers—*Writing Evaluation

A model for assessing student writing achievement uses sets of criteria to chart students' writing progress that are based on a study of exemplary samples of student writing produced at various stages of development. The model provides a viable alternative to assessment methods that call for students to produce lengthy essays on preselected topics in a limited time. Criteria for evaluating narratives based on personal experience are in the form of four questions: (1) What kinds of ordering occur as the writer imaginatively recounts past events? (2) How much audience awareness does the writer demonstrate? (3) How comprehensive is the writer's point of view? and (4) What actual or potential understanding of the uses of language does the writer demonstrate? Applying these criteria to a narrative example demonstrates their usefulness. Possible criteria for evaluating achievement in writing moral or social argument include questions on the complexity, coherence, and integrity of the argument, as well as the degree of the writer's awareness of opposing viewpoints. This analysis is in the spirit of investigations of writing development going on internationally and can contribute to a joint effort among English teachers to replace the old essay exam model. (AEA)

ED 192 362 CS 205 877

Silber, Jerome S.

Broadcast Regulation and the First Amendment. Journalism Monographs No. 70.

Association for Education in Journalism.

Pub Date—Nov 80

Note—32p.

Available from—AEJ Publications Manager, William Allen White School of Journalism, University of Kansas, Lawrence, KS 66045 (\$2.50)

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Broadcast Industry, *Court Litigation, *Federal Regulation, *Freedom of Speech, Institutional Autonomy, *Mass Media Identifiers—*Federal Communications Commission, *First Amendment

This monograph traces the themes in various court decisions that reflect a growing respect for the broadcast industry as a mature communication medium which, despite federal regulation, deserves a fuller measure of the First Amendment protection enjoyed by other media. The review begins with the first government involvement in broadcast content in 1929 when the Federal Radio Commission—predecessor of the Federal Communications Commission (FCC)—moved beyond technical supervision to setting programing standards for licensees. The review continues through the 1960s,

when broadcast regulation gained broader scope under the Supreme Court, up to the present, when the FCC and the Supreme Court seem to be lessening their involvement in any form of broadcast content. The affirmative interpretation of the First Amendment, "the fairness doctrine," the landmark "Red Lion Broadcasting Co. v. FCC" decision, the "CBS v. DNC (Democratic National Committee)" decision that replaced "Red Lion" as the leading precedent in broadcast regulation, and the "family hour" viewing decisions are among the issues discussed in depth. (AEA)

ED 192 363 CS 205 879

Brown, Jane E. And Others

Reader Interest in Business, Sports and Foreign

News. ANPA News Research Report No. 28.

American Newspaper Publishers Association, Washington, D.C.

Pub Date—80

Note—13p.

Pub Type—Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Athletics, *Business, *Foreign Countries, *Media Research, News Media, Newspapers, *News Reporting, Reading Habits, *Reading Interests, Reading Research

Each of the three studies in this report explores in some detail a category of news that traditionally has been regarded as monolithic—business, sports, and foreign news. Highlights of the three studies are as follows: (1) A public opinion poll showed that people were more interested in stories about local business and industry than in national business news or stock market reports. The young were most interested in reading about new products, how business and industry affected the environment, and how business in general operated. Coverage of business by both newspapers and television was considered slightly biased in favor of business and industry, and public statements of major corporations were considered generally trustworthy. (2) A study of reader interest in sports news showed that males, the middle-aged, the elderly, and persons with higher education and income expressed the most interest in sports news; but a breakdown of sports news showed that females were more interested than males in local sports. (3) Although people say there is too much violent subject matter in the news about foreign countries, the respondents to a set of specially prepared foreign news stories rated the article with violent subject matter as the most interesting; but respondents did consider stories that related foreign news events to home and country as more interesting than stories which emphasized conflict. (RL)

ED 192 364 CS 205 881

Graves, Donald H.

Balance the Basics: Let Them Write.

Ford Foundation, New York, N.Y.

Pub Date—78

Note—36p.

Available from—Ford Foundation, 320 East 43 St., New York, NY 10017 (\$2.95)

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Educational Needs, Student Attitudes, Student Centered Curriculum, *Student Teacher Relationship, *Teacher Attitudes, Teacher Education, Teacher Improvement, *Teaching Methods, Writing (Composition), *Writing Instruction

This report is one of a series of papers presented to a continuing in-house seminar on learning sponsored by the Ford Foundation. The paper reports on several schools where writing and individual expression are valued, identifies one approach to the teaching of writing, and addresses two central questions underlying the crisis of writing in the United States: Is it important to write? And, if so, why don't we write? The first question is answered affirmatively in the first section of the paper with the reasons that writing contributes to intelligence, develops initiative, and is often the means to a personal breakthrough in learning. The second section of the paper discusses the second question and offers such reasons for our failure to write as inadequate preparation of teachers to teach writing and too little concern for the individual development of the learners themselves. The third section proposes the process-conference approach to teaching writing as a proven, workable way to reverse the decline of school writing. This method is described as one

in which teachers help students by initiating brief, individual conferences during the process of writing, rather than by assigning topics in advance of writing and making extensive corrections after the writing is finished. (AEA)

ED 192 365 CS 205 882
Kagel, Richard

An Exploratory Analysis of Selected Early Television Commercials Compared with Selected Recent Television Commercials.

Pub Date—Aug 80

Note—18p; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, Characterization, *Comparative Analysis, Ethnic Stereotypes, *Production Techniques, Sex Stereotypes, *Television Commercials, *Television Research

The characteristics of 69 award-winning television commercials from 1948 through 1958 were compared to those of 58 award-winning commercials from 1976 and 1977. The examined characteristics were type of storyline used, selling strategies, use of humor, live action versus animation, production techniques, and the depiction of blacks, women, orientals, and "rugged" men. Apparently television commercial formats have remained relatively consistent over the years, with the only noticeable change being an increase in dramatic structure. Significantly fewer animated commercials were used in the more recent period. Blacks and orientals, two groups that did not appear in any of the older commercials, were found in small percentages of the more recent ones (the orientals were depicted in stereotypical situations). Women appeared in increasing numbers in the later commercials and were depicted as more independent than those in the earlier commercials; but they continued to be portrayed as sex symbols in some of the later commercials. The rugged, individualistic outdoorsmen so often found in older commercials were rarely found in the more recent commercials (one modern commercial was a tongue-in-cheek spoof of this "rugged" characterization). The standard length of 1948-58 commercials was 60 seconds, while the length of commercials in the more recent group was equally split between 30 and 60 seconds. The 1976 and 1977 commercials showed increases in the number of scenes per commercial. (RL)

ED 192 366 CS 205 884
Nist, Joan Stidham

Children's Books: Current Trends.

Pub Date—Sep 80

Note—9p; Paper presented at the Southeast National Council of Teachers of English Affiliate Conference (Atlanta, GA, September 25-27, 1980).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, *Children's Literature, *Literary History, Literature Appreciation, Mass Media, Poetry, United States Literature

A major trend in children's literature is the growing academic recognition of the field—indicated by the large number of new texts that have been published since 1975. Scholarly periodicals in the field have likewise grown since the 1970s. Library science, elementary education and English literature have fostered the development of children's literature. Current trends in the subject and treatment of children's literature include (1) the celebration of traditional America indicated by "A Gathering of Days" and "Ox-Cart Man" receiving the 1980 Newbery and Caldecott awards, and by the conservative mood of the country; (2) a continuing presentation of ethnic materials effectively portrayed in picture book format; (3) fewer strident examples of street language and more emphasis on the stylistic grace of language, which may enhance poetry; and (4) the progressing rapprochement between the mass media and children's books providing more media translations of children's books. (HOD)

ED 192 367 CS 205 885

Duke, Charles R.

Encouraging Student Response to Literature.

Pub Date—Sep 80

Note—10p; Paper presented at the Southeast National Council of Teachers of English Affiliate Conference (Atlanta, GA, September 25-27, 1980).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Change Strategies, Creative Dramatics, Elementary Secondary Education, *Literature Appreciation, Mass Media, *Motivation Techniques, Oral Reading, *Student Attitudes, *Student Interests, Teaching Methods, Writing (Composition)

Too often teachers ask students to forget their personal experiences in relation to a literary work when they come into the classroom. Many classroom practices (selection of materials, book report/test syndrome, and ineffective assignments) can be detrimental to the pleasure in reading and the building of a desire for continued interest in books. An environment can be created in which students feel comfortable about discussing their responses to their reading, including such approaches as (1) reading groups—developing small reading interest groups that suggest to students that one reason for reading is the opportunity to share reading experiences with others; (2) oral and dramatic activity—providing an aesthetic dimension and aiding comprehension and appreciation; (3) writing activity—encouraging the student's response to what has been read without dwelling unduly upon critical reaction; and (4) media activity—making the study of literature more interesting by adding a dimension that is part of students' lives. Rather than teaching literature as a depersonalized object that has little relevance to the students' lives outside the classroom, teachers must acknowledge the great importance of the reader's personal response and the text. (HOD)

ED 192 368 CS 205 886
Huttenstine, Marian L. Reddin, Debra D.

Let's Keep Photographers Out of Court: A Legal Primer for Photographers.

Pub Date—Aug 80

Note—19p; Paper presented at the Annual Meeting of the Association for Education in Journalism (63rd, Boston, MA, August 9-13, 1980).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, Journalism, *Legal Problems, *Legal Responsibility, *Mass Media, Photographers, *Photography

Identifiers—*Photojournalism

Photojournalists who sometimes do freelance work should have an awareness of the legal issues relating to their work. The history of litigation involving photographers is clouded by misapplication of existing law, ambiguity in applicable law, and lack of knowledge on the part of all parties. Nonetheless, certain basic principles, if followed, provide a measure of guidance for photographers who sincerely wish to keep themselves out of costly legal battles. Four areas of mass communication law that bear particular relevance to the photographer are invasion of privacy, libel, contracts, and copyrights. A number of court cases involving photographers illustrate several tenets that photographers should try to follow, including the needs to understand privacy law, to know how captions under photographs can make them libelous, to use consent forms in all photographic work, to register photographic copyright, and to occasionally talk to local attorneys about current issues in media law. (A list of 13 principles/suggestions for photographers to follow is offered.) (RL)

ED 192 369 CS 205 887

Cronnell, Bruce

Cause and Effect: An Overview. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-79-16

Pub Date—31 Oct 79

Note—20p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Curriculum Development, *Discourse Analysis, Interaction, *Language Usage, Persuasive Discourse, Reading Skills, Teaching Methods, Writing Skills

Identifiers—*Causal Models

Noting that identifying and inferring cause and effect relationships is critical to the receptive language use of both listeners and readers, this paper describes the various constructions used to express cause and effect and discusses the problems in comprehending them. Various sections of the paper discuss (1) the form of cause and effect statements, (2) "true" (explicit) cause and effect statements, (3) statements of purpose, (4) conditional statements, (5) inferential cause and effect constructions, (6) statements of concession, and (7) multiple causes and effects. (FL)

ED 192 370 CS 205 889
Cronnell, Bruce

A Technical Lexicon for Elementary Communication Skills. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-79-03

Pub Date—14 May 79

Note—25p.

Pub Type—Reference Materials—Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Elementary Education, *English Instruction, *Language Arts, *Vocabulary Development, *Word Frequency, *Word Lists

This technical lexicon for elementary school communication skills instruction was compiled from high-frequency words in six previously compiled technical lexicons: grammar, composition, spelling, handwriting, reading, and literature. Following a description of procedures used in preparing the lexicon, three appendices provide student terms, teacher terms, and student terms arranged by grade level. The listings of the terms contain average grade level designations, frequencies (low, medium, high, very high) based on the total number of grade levels at which reviewers found the word, and the subject areas in which the terms were used. Student terms not on the teacher list are asterisked; similarly, teacher terms are asterisked when they also appear on the student list. (RL)

ED 192 371 CS 205 894
Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment Part I: Mechanics. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/14

Pub Date—15 Aug 80

Note—89p; For related documents see CS 205 894-898 and CS 205 900.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Capitalization (Alphabetic), Elementary Education, Evaluation Criteria, *Handwriting, Minimum Competencies, Minimum Competency Testing, *Punctuation, *Skill Analysis, *Student Educational Objectives, *Test Construction, Test Items, Writing Skills

This paper specifies the assessment of those mechanics skills—handwriting, capitalization, punctuation, formats—that are needed for effective writing by students in grades one through six. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in the report. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including spelling, language, general discourse, and discourse products.) (RL)

ED 192 372 CS 205 895
Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment Part II: Spelling. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-80/15

Pub Date—15 Aug 80

Note—97p; For related documents see CS 205 894-898 and CS 205 900.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Education, Evaluation Criteria, Minimum Competencies, Minimum Competency Testing, *Skill Analysis, *Spelling, *Student Educational Objectives, *Test Construction, Test Items, *Writing Skills

This paper specifies the assessment of those spell-

ing skills that are needed for effective writing by students in grades one through six. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, spelling skills are discussed, a table listing the spelling skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, language, general discourse, and specific discourse products.) (RL)

ED 192 373 CS 205 896

Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment

Part III: Language. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/16
Pub Date—15 Aug 80

Note—137p.; For related documents see CS 205 894-898 and CS 205 900.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Education, Evaluation Criteria, Language Patterns, *Language Usage, Minimum Competencies, Minimum Competency Testing, Poetry, Sentences, *Skill Analysis, *Student Educational Objectives, *Test Construction, Test Items, *Writing Skills

This paper specifies the assessment of those language skills that are needed for effective writing by students in grades one through six. Specifications are included for language skills such as language usage, grammatical knowledge, diction, sentence production, specific writing techniques, and verse (poetry) skills. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, the language skills are discussed, a table listing the language skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, spelling, general discourse, and specific discourse products.) (RL)

ED 192 374 CS 205 897

Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment

Part IV: General Discourse. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/17
Pub Date—15 Aug 80

Note—143p.; For related documents see CS 205 894-898 and CS 205 900.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Discourse Analysis, Editing, Elementary Education, Evaluation Criteria, Minimum Competencies, Minimum Competency Testing, *Organization, *Skill Analysis, *Student Educational Objectives, Test Construction, Test Items, *Writing Processes, *Writing Skills

This paper specifies the assessment of those general discourse skills that are needed for effective writing by students in grades one through six. The general discourse skills include planning/organizing, elaborating, proofreading, and editing. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, the general discourse skills are discussed, a table listing the language skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, language usage, spelling, and specific discourse products.) (RL)

ED 192 375 CS 205 898

Humes, Ann And Others

Specifications for 1-6 Writing Skills Assessment

Part V: Discourse Products. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/18
Pub Date—15 Aug 80

Note—85p.; For related documents see CS 205 894-898 and CS 205 900.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Evaluation Criteria, *Letters (Correspondence), Minimum Competencies, Minimum Competency Testing, *Persuasive Discourse, *Poetry, *Prose, Skill Analysis, *Student Educational Objectives, Test Construction, Test Items, Writing (Composition), *Writing Skills

This paper specifies the assessment of those writing skills needed by first through sixth grade students to produce specific discourse products, including descriptive writing, narrative writing, expository writing, persuasive writing, poetry, personal letters, and business letters. An introductory section provides background materials, including explanations of how the skill specifications were selected and how they are presented in this report. In the sections that follow the introduction, the general discourse skills are discussed, a table listing the language skills is presented, and the specifications are described for each skill. Each skill is described in detail, followed by the presentation of sample assessment items and descriptions of how these items are constructed. (Four related documents provide assessment specifications for other writing skills, including mechanics, language usage, spelling, and general discourse.) (RL)

ED 192 376 CS 205 899

Humes, Ann

Specifications for Composition Instruction. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/21
Pub Date—18 Aug 80

Note—108p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Higher Education, Learning Theories, Secondary Education, *Teaching Methods, Writing (Composition), *Writing Instruction, *Writing Processes, Writing Research

This paper specifies the content of composition instruction, some of which can be incorporated into material to be presented by and practiced on a computer. It describes instructional outcomes within the context of an instructional model of the composing situation and discusses them under the following headings: (1) the composing problem, (2) setting goals, (3) generating ideas to write about, (4) arranging the information, (5) translating (the actual writing), (6) reviewing, and (7) feedback, such as peer critiquing, teacher comment, and formal assessment. An appendix describes important instructional techniques that can aid in the implementation of composition outcomes. (Author/FL)

ED 192 377 CS 205 900

Humes, Ann

Constructing Items for Assessing English Writing

Skills. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/22
Pub Date—18 Aug 80

Note—14p.; For related documents see CS 205 894-898.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Student Evaluation, Teaching Methods, *Test Construction, *Testing Problems, *Test Items, *Writing Skills

Specifying and writing appropriate items for student writing assessments is an exacting task. All too frequently, however, teachers approach this task by reading a skill statement and hurriedly writing a few items with correct answers combined with several distractors. This approach disregards the essentials of isolating a single skill for assessment, considering whether a productive rather than a receptive skill is being assessed, guaranteeing the precision of the directions, and serving diagnostic purposes with the use of appropriate distractors. Writing accurate, appropriate, precise specifications is time consuming.

but such effort by writing teachers is essential when the results of the project may be used in minimum competency testing. (Nine items—each listing the skills statement, grade level, and the sample item—are offered as illustrations of the difficulties inherent in the construction of test items for writing assessments.) (RL)

ED 192 378 CS 205 901

Humes, Ann

The Composing Process: A Review of the Literature. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/09
Pub Date—30 Jul 80

Note—24p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Literature Reviews, Writing Instruction, *Writing Processes, *Writing Research

Following a brief discussion of the heightened academic interest in writing and writing instruction, this paper presents a review of recent theories of the composing process. It next reviews case studies on the composing process. Finally, the paper offers conclusions about the relevance of the research for education. (Author/FL)

ED 192 379 CS 205 902

Humes, Ann

An Instructional Model of the Composing Situation. Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Report No.—SWRL-TN-2-80/10
Pub Date—30 Jun 80

Note—39p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Learning Theories, Models, *Writing (Composition), *Writing Instruction, *Writing Processes

Linda Flowers and John Hayes have formulated a cognitive model of the composing situation, including the recursive composing process. This model has been converted into an instructional model that is appropriate for the design of instruction in writing. The instructional model incorporates three major units: task environment, composing process, and long term memory. The task environment includes the composing problem, the text produced, and feedback. The composing process includes planning (setting goals, generating ideas, and arranging them), translating (the actual writing), reviewing, and changing. These subprocesses operate cyclically. Long term memory includes knowledge of content, skills, and techniques used in composing, as well as knowledge of the use of outside sources. (Author/FL)

ED 192 380 CS 205 909

Cornett, Claudia E. Cornett, Charles F.

Bibliotherapy: The Right Book at the Right Time.

Fastback 151.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-151-1

Pub Date—80

Note—43p.

Available from—Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, IN 47402 (\$0.75 non-member, \$0.60 member, discounts for quantity orders)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Development, *Bibliotherapy, Counseling, Elementary Secondary Education, Guides, *Literature, Reading, Student Improvement, *Student Motivation

This booklet provides an overview of the process of bibliotherapy and suggests some techniques that can be used in implementing it. Various sections of the booklet discuss the following topics: (1) the definition of bibliotherapy, (2) the history of bibliotherapy, (3) bibliotherapy and human needs, (4) the bibliotherapeutic process, (5) the methodology of bibliotherapy, (6) the attributes of a bibliotherapist, (7) and the limitations of bibliotherapy. An appendix contains a list of books to be used in bibliotherapy. (FL)

ED 192 381 CS 205 917

Oster, John E.

Engaging Students in the Writing Process.

Pub Date—Aug 80

Note—17p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (13th, Halifax, Nova Scotia, August 18-22, 1980).

Pub Type—Guides - Classroom - Learner (051) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Improvement, Elementary Secondary Education, English Instruction, *Teacher Role, Writing (Composition), *Writing Instruction, *Writing Processes

One of the most disconcerting findings of researchers who have looked at the way writers write is that their processes bear little resemblance to what is expected of students in the classroom. Some aspects of the lesson that do not correspond to our current understanding of the composing process are (1) providing no time for the conception and incubation of ideas, (2) allowing no opportunity for the use of expressive language, (3) assigning topics of little interest to the students, (4) using an oversimplified formula for composing, (5) relying on a stiff form of outlining as a necessary first step in composing, and (6) attempting to improve writing by focusing on the elimination of errors. Teachers must help students realize that writing is a process of discovery, a way of revealing their own thoughts. They must also keep in mind how varied the writing process can be, both from writer to writer and from task to task. The writing program should be flexible enough to accommodate the composing processes with which students have experienced success, while at the same time providing them with opportunities for experiencing alternate strategies which they may adopt as part of their personal repertoire. (HOD)

ED 192 382 CS 502 910

Brownlee, Don, Ed.

Perspectives on Non-Policy Argument.

Pub Date—80

Note—61p.; Papers presented to the Speech Communication Association Convention (Washington, DC, December 2, 1977).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Debate, Evaluation Criteria, *Persuasive Discourse, Rhetoric, *Speech Communication, *Values

Identifiers—*Value Proposition Debate

The purpose of this booklet is to disseminate limited-circulation papers relating to value proposition debating (nonpolicy argument). The six papers provide information on the following topics: the theoretical implications of debating nonpolicy propositions, criteria for evaluating nonpolicy argument, situationally guided standards for evaluating propositions of judgment, the use of the hypothesis-testing paradigm to establish presumption in value proposition debate, advocacy and values, and a pragmatic approach to value proposition debate. (FL)

ED 192 383 CS 502 990

Pearson, Judy C.

An Investigation of the Effects of Sexism and Sex Role Identification on the Criticism of Classroom Speeches.

Pub Date—Nov 80

Note—36p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Evaluation Criteria, Females, Higher Education, Males, Research, *Sex Bias, *Sex Differences, *Sex Role, Sex Stereotypes, *Speech Communication, Speech Skills

A study was undertaken to clarify the inconsistent research findings on the effects of the sex of the evaluator and the sex of the speaker in classroom speech criticism by examining the effects of the sex role identification and the sexism of the evaluator. One hundred twenty-three college students enrolled in a basic public speaking course completed the Bem Sex Role Inventory, which measures a person's femininity, masculinity, or androgyny, and the

Pearson Response to Sexism, which measures an individual's perceptions of the differences between sex roles. Throughout the quarter-long course, the students were randomly assigned to critique the speeches of other students. Approximately ten people critiqued each of the speakers. At the end of the course, ten critiques of male speakers and ten critiques of female speakers were randomly selected for each evaluator and the total points assigned to each speech by the evaluator was recorded. The results showed that feminine females tended to be more lenient in their criticism than androgynous persons, who, in turn, were more lenient than masculine males. In addition, sexist evaluators were more harsh than were nonsexist evaluators. A high correlation between sex and sexism demonstrated that women were most often nonsexist and that men were most often sexist in their evaluations. (FL)

ED 192 384 CS 503 018

Metakinesic Behavior in the Description of Non-Verbal Behavior.

Pub Date—Aug 77

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Body Language, *Communication Research, *Nonverbal Communication Identifiers—*Gestures, *Metakinesics

Metakinesics, a gesture used to describe another gesture, was examined in four judges discussing videotapes of 12 children listening to a story teller. The analysis of the data was divided into four parts: (1) comparing the judges' metakinesics among themselves, (2) comparing the judges' kinesics in taped and untaped situations, (3) comparing judges' kinesic behaviors with their metakinesic behaviors, and (4) analyzing in detail the interpreting functions of one of the judges. What emerged from the analysis of the data was a process of metakinesics programming that was similar to that in Eugene Nida's ethnolinguistic model of translation. It appeared that the image of the kinesic behavior of the model (storyteller) was mediated through the general kinesic behavior of the interpreter (judge) before it was produced metakinesically. The mediation process involved the interpreter's rules of ethnokinesics, the interactional situation of the moment, and possible constraints of seating arrangements or physical objects on the interpreter. (RL)

ED 192 385 CS 503 019

Jensen, Marvin D.

Brain Specialization Research and the Teaching of Nonverbal Communication.

Pub Date—80

Note—14p.

Journal Cit—Iowa Journal of Speech Communication; v12 n2 Fall 1980

Pub Type—Information Analyses (070) — Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Cerebral Dominance, *Change Strategies, Higher Education, *Nonverbal Communication, *Perceptual Development, Secondary Education, Speech Communication, Speech Curriculum, Theories, *Visual Literacy

The connectionist theory of brain functioning, which holds that specialization exists within the brain, has three implications for teachers of nonverbal communication. One implication involves the relative emphasis to be placed on linguistic/linear versus nonlinguistic/nonlinear mental processing. Teachers can shift emphasis to nonlinguistic processing by using John W. Weigart's set of visual symbols to create images of abstract concepts instead of describing the concepts in words. Since verbal and nonverbal behaviors tend to be processed in different areas of the brain, another implication of connectionist theory is that nonverbal behaviors are not easily explained in linguistic terms, suggesting the need for less certainty in the interpretation of nonverbal behaviors. Teachers can demonstrate this by showing their classes videotapes of group discussions in which people display various moods through nonverbal characteristics. Students will probably confuse certain characteristics (tiredness-irritation, shyness-arrogance), thereby alerting them to the dangers of giving verbal labels to nonlinguistic behaviors. Finally, the connectionist theory implies a need to widen the definition of literacy. Teachers of nonverbal communication can offer experiences in visual literacy by using films, music,

and tactile experiences to increase sensory awareness. These activities introduce students to the range of visual, aural, and sensory patterns that are integral parts of thinking and communicating. (RL)

ED 192 386 CS 503 020

Addington, David W.

Family Matters: An Approach to the Theatre and to Theatre Research.

Pub Date—Aug 80

Note—20p.; Paper presented at the Annual Meeting of the American Theatre Association (44th, San Diego, CA, August 10-13, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acting, *Drama, Family Counseling, *Perspective Taking, *Research, *Role Perception, Role Playing, Systems Analysis, *Systems Approach

The relational concepts developed in mathematics and psychology are used in this paper to explicate the needs and responsibilities of dramatic acting and theatre research. A parallel is constructed between the emergence of the mathematical concept of function, the awakening of psychology to the concept of relationship (especially regarding family counseling), and the functional relationships of actors dramatizing situations before audiences. Descriptions of developments in family counseling show the therapeutic effects of psychodrama and how actors can learn from such family counseling procedures. It is proposed that actors are a part of society who simulate the lives of other members of society for the benefit (understanding) of society as a whole. This approach to drama based on systems theory should stimulate new ideas about acting and renewed enthusiasm for theatre research. (RL)

ED 192 387 CS 503 021

Karlín, Allen J.

The Development of a Coding System for the Assessment of Organizational Decision-Making as Negotiation.

Pub Date—May 80

Note—35p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classification, Communication (Thought Transfer), *Decision Making, *Group Dynamics, Interaction Process Analysis, Measurement Techniques, *Organizational Communication, Problem Solving, *Systems Analysis Identifiers—*Coding

This paper is an account of the theoretical and practical underpinnings of the Decision-Proposal Modification Coding System (DPM), which allows researchers to study more accurately the many aspects of group decision making in organizations. Following an introduction that reviews and supports arguments for process-oriented research on decision making, several conclusions of past research on decision making are summarized. Other sections of the report contain discussions of the following topics: (1) the situation and content of organizational decision making, (2) the use of role theory to support the perspective for creating the coding system, (3) the sequences in the process of negotiating decisions, (4) a multilevel model of decision making, (5) the eight assumptions underlying development of the DPM, and (6) the criteria for categorizing organizational communication with the coding system. The codes and their definitions are attached. (RL)

ED 192 388 CS 503 022

Fairhurst, Gail Theus. Snively, Breita Kay

The Effects of Numerical Imbalance and Gender on Tokens: An Examination of Kanter's Theory.

Pub Date—May 80

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Communication Research, Females, *Group Behavior, *Group Dynamics, Males, *Organizational Climate, Organizational Communication, *Role Perception, *Sex Differences

A study examined the effects of gender on social interaction under numerically imbalanced conditions. Specifically, the study tested R. M. Kanter's

assumption that all tokens (individuals who enter a work environment where their gender is numerically scarce) respond in a similar manner to token conditions, although evidence exists that males and females respond differently. An interpersonal simulation was run to test both males and females under three different sex ratio conditions. Subjects were 122 librarians—42 males and 80 females. These subjects role-played situations in which they were members of minority groups in the ratios 19:1 (skewed), 6:1 (tilted), and 1:1 (balanced). Effects were measured using the Situational Communication Apprehension Measure (SCAM), because responses in extreme ways would be evidence of perceived performance pressure. The degree of numerical imbalance was found to be linearly related to performance pressure, and males felt significantly less performance pressure than females under the highly skewed sex ratio conditions. Overall, Kanter's theory was supported. (RL)

ED 192 389 CS 503 023

Harris, Linda. And Others
Social Actors and Their Relationship to the Social Order: A Test of Two Theoretical Views.

Pub Date—May 80

Note—49p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980). Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Patterns, *Communication (Thought Transfer), *Communication Research, *Communication Skills, Comparative Analysis, *Interpersonal Competence, Research, Responses, Social Influences, *Sociocultural Patterns, Speech Communication, Student Reaction, *Theories

Identifiers—*Conversation

A study was conducted to compare the validity of two theories of interpersonal communication: (1) uncertainty reduction theory, based on the assumption that communication consists of attempts to reach a cognitive state of balance, and (2) coordinated management of meaning theory (CMM), based on the assumption that persons attempt to create a coordinated conversation coherent to each person and under their mutual control. Nine dialogues were developed to represent a first social meeting of two persons. Three types of information sequencing (derived from uncertainty reduction theory) and three levels of aligning actions (derived from CMM research) were manipulated in the dialogues. Each of 180 college students was asked to read one dialogue and rate the conversants on scales measuring six factors related to communication. The results did not support the hypothesized relationship between socially normative performance and positive evaluations derived from uncertainty reduction theory. They did support the perspective of CMM theory, which predicts a preference for conversants who show the ability to coordinate extranormative patterns of interaction. The data suggested a reciprocal relationship in which communication creates patterns of social order that may in turn be used by conversants to guide talk. (GT)

ED 192 390 CS 503 024

Pool, Ithiel de Sola
Communications and Integrated Planning.

Pub Date—Sep 80

Note—9p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bureaucracy, *Communications, *Communications Satellites, *Cooperative Planning, Information Systems, *International Organizations, *Organizational Communication, Specialists, *Standards, Technological Advancement

Identifiers—International Telecommunication Union, United Nations Economic and Social Council Communications specialists should interpret the slogan "integrated communications planning" as a concern for communicating efforts to promote education, health, racial equality, and world peace rather than as a call to expand bureaucratic power and control. The advantages of multiple initiatives and of allowing specialists to perform their specialties could be endangered by an overly strong and

comprehensive integrated framework. Examples of situations where such a framework could be detrimental include (1) the setting and freezing of technical standards for the telecommunications industry, (2) satellite orbit and frequency allotments in a tightly unified satellite communications system, and (3) attempting to coordinate the efforts of organizations as diverse as the International Telecommunication Union (ITU) and the United Nations Economic and Social Council (UNESCO). The history of freedom consists of efforts to confine authorities to their strictly restricted domains. Communications planners should have their authority narrowly confined. (AEA)

ED 192 391 CS 503 025

Thompson, Gordon B.
How to Sell Nothing and Get Rich—or-Wealth Creation in an Information Society.

Pub Date—Sep 80

Note—9p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Consumer Economics, *Economics, *Information Needs, *Information Systems, Information Utilization, Marketing, *User Satisfaction (Information)

Unlike other economic goods whose worth can be determined through market research, the market place for information denies the creator of that information the preferences of consumers. Copyright may be considered partial compensation. Copyright, however, is not an aspect of information per se, but rather a result of the way the information is packaged and distributed. In an information market, if the buyer has perfect information, the market is destroyed, not perfected. The consumer also faces a problem, as the consumer is reliant on peers for help in both evaluating and pricing information. The evaluation and pricing strategies require detailed usage data from the information system that supports the content, data that can be captured only by systems capable of supporting content behaving as a private economic good. A network's ability to process data about how content is used and to convert that into useful information to aid in the evaluation and pricing of content could be our most important resource as we enter the information age. (HOD)

ED 192 392 CS 503 026

Stewart, Lea P.
Whistle Blowing: Implications for Organizational Communication Scholars.

Pub Date—May 80

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, *Conflict, Dissent, *Employer Employee Relationship, Literature Reviews, *Organizational Communication, *Organizations (Groups), Research Needs, Work Attitudes

Identifiers—*Whistle Blowing

Although "whistle blowing" (public protest by employees of management decisions) is being reported with increasing frequency, this paper points out that organizational communication researchers have not examined the phenomenon. The paper offers a review of current literature on the topic and presents a model, drawn from an examination of 51 whistle blowing episodes, of the steps through which such incidents progress. It also reviews selected areas of organizational communication literature and makes several recommendations for reducing the need for whistle blowing drawn from this literature. A list of the 51 whistle blowing episodes examined is appended. (FL)

ED 192 393 CS 503 029

Mather, Boris
The Electronic Working Environment.

Pub Date—Sep 80

Note—13p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Foreign Countries, Futures (of Society), *Job Layoff, *Labor Market, *Technological Advancement, *Telecommunications, *Telephone Communications Industry, *Unions, Work Environment

Identifiers—*Canada
This review of the impact of the microelectronic revolution on the Canadian telephone industry focuses on the prospect of dwindling job security for telephone workers. Technical advances that are cited as having reduced the industry's job market include the dial telephone, direct distance dialing, directory assistance computerization, and interactive television directories. Also discussed at length are the effects of two computer operated switchboard systems, Traffic Operator Position System (TOPS) and Traffic Service Position System (TSPS), as well as the effects of electronic switching, digital technology, and the attachment of subscriber provided terminal equipment to the telephone network. The paper concludes with the warning that any further introduction of technological innovations must be well-planned or else industrial chaos and turmoil among Canadian organized labor will result. (AEA)

ED 192 394 CS 503 030

Merchant, Jerrold J.
Korean Interpersonal Patterns: Implications for Korean/American Intercultural Communication.

Pub Date—May 80

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, *Cultural Differences, *Cultural Interrelationships, Foreign Countries, *Interpersonal Relationship, *Korean Culture, Social Differences, Sociolinguistics, *Speech Communication

Identifiers—*Intercultural Communication

A descriptive field study was conducted in Seoul, Korea, to assess Korean interpersonal communication. The data for the study were collected through observations of interpersonal communication patterns among students in university classes, between faculty and students as well as among various faculty members, among business people, and between the researcher and his housekeeper. The observations suggested that Koreans (1) disregard personal privacy (in a Western sense) in matters of business and personal affairs; (2) are extremely reluctant to disclose their personal motivations; (3) have exceptional regard for status and position; (4) regard human relationships and contact as especially important; (5) are incredibly generous; and (6) are so image conscious that the appearance of things is more important than their substance, such as in verbal or written commitments to do something by a certain time. Koreans also show unwillingness to take advice and are resistant to systemic change. (MKM)

ED 192 395 CS 503 031

Schwab, William
Sources of Cultural Conflict in Common Utterances.

Pub Date—May 80

Note—11p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Code Switching (Language), *Communication Problems, Context Clues, Cultural Context, *Cultural Differences, English (Second Language), *Language Usage, *Second Language Learning, *Speech Communication, *Tagalog

Identifiers—*Intercultural Communication

Examples of cross cultural misunderstandings are examined in this paper to show how cultural (contextual) meaning must be regarded as an integral feature of the overall semantic meaning of an utterance. The examples, taken from the Filipino dialect Tagalog, illustrate how ignorance of the cultural assumptions and attitudes associated with an utterance may well lead to misunderstanding and conflict. What is noteworthy about these examples is that, although they are commonplace and conventional, they conceal a dimension of meaning as long as the Tagalog speaker communicates with other

Tagalog speakers, either in English or in Tagalog. When the speaker talks with a native speaker of English, however, potential problems not entirely obvious to either the speaker or the hearer may occur because the speaker uses lexical equivalents in the target language and the hearer adds a cultural dimension of meaning. For these reasons, foreign language instructors should insist on having cultural notes and comments included in second language learning texts and activities. (RL)

ED 192 396 CS 503 032

Smith, Anthony

The New Media as Contexts for Creativity.

Pub Date—Sep 80

Note—11p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980). Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communications, *Creative Expression, Film Industry, Futures (of Society), *Mass Media, Radio, *Technological Advancement, Television, *Video Equipment

A brief review of the development of such media as film, television, and radio reveals a pattern that can be applied to the new media of cassette and cable television, videotext and videodisc. The pattern is that while each new electronic invention at first provided familiar material through a novel device, it eventually brought into existence a new set of creative professions and broadened the aesthetic or informational experience of the audience. There is a connection between a technology and its content, and the latter in time comes to influence the whole growth and capitalization of the technology. Constraints in the establishment of new media include the general belief that the possible role of the medium is already filled and the need to accustom the audience to a new level of necessary wastefulness of time or money. It is impossible to predict what will emerge as the content of the new distribution media, but there is an optimism that the new media will facilitate the growth of creative professions based on the technical capability of a single person to make an entire feature film, for example, and on the current phenomenon of the independent producer interested in working apart from the organizational machinery of the film and television industries. (AEA)

ED 192 397 CS 503 033

Beach, Wayne A.

A Reflexive Analysis of Conversational Sequencing in Group Systems.

Pub Date—May 80

Note—36p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980). Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, *Group Dynamics, Interaction, *Interaction Process Analysis, *Research Methodology, *Speech Communication

Identifiers—*Conversation

The activities involved in coding conversation sequences and the lack of attention given to their systematic validation within the field of speech communication are discussed in this paper. The paper first reviews briefly the assumptions underlying relational coding and the implications of viewing these activities as practical accomplishments. It provides a theoretic rationale that draws attention to the need to study the cyclic behavior of groups as they sequence themselves conversationally within and across talk. A study that employed these methods of analysis is discussed, as are the findings and their implications for understanding relational development in group systems. Finally, the paper offers a reflexive critique of the methodological assumptions and procedures employed to study these particular group systems. (FL)

ED 192 398

MacFarlane, Gordon F.

Business Communications in the 1980s.

Pub Date—Sep 80

Note—16p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980). Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Communication, Equipment Standards, Futures (of Society), *Information Utilization, Legal Problems, Management Information Systems, Retraining, *Technological Advancement, *Telecommunications, *Teleconferencing

The use of telecommunications to expedite business communications in the "office of the future" is addressed in this paper. After briefly describing the development of the telephone industry and its response to consumer needs, the paper discusses the importance of information exchange through word processing, electronic mail, teleconferencing, facsimile devices, and distributed data processing. It also discusses the benefits of a paperless office of the future such as improved office productivity and more effective decision making based on current, complete, and relevant information. The obstacles to using paperless documentation are mentioned, including the question of the legality of electronically stored documents, the current lack of standardization among hardware systems, and the need for retraining all users of the new equipment. Additional potential problems not directly connected to the field of business communications are also discussed. (AEA)

ED 192 399 CS 503 035

Stuart, Martha

Making Social Change through Human Exchange: Listening Moves More People Than Telling.

Pub Date—Sep 80

Note—34p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adults, *Change Agents, *Communication (Thought Transfer), *Cooperative Programs, *Developing Nations, *Development, *Family Planning, Foreign Countries, Information Dissemination, Listening, Production Techniques, *Program Evaluation, Television, *Videotape Recordings

Identifiers—*Indonesia

Information exchanged between people is a renewable expanding resource that can contribute to human growth and development, and the new technology of videotape offers an excellent vehicle for that exchange. Traditional forms of information exchange or communication used in human development work are limited in many ways, and a more positive approach to development communication involves the following principles: (1) equality exists between sender and receiver, signaled by the willingness to listen as well as talk; (2) people must be accepted as they are and spoken to on that ground; (3) communication must deal in feelings as well as thoughts; and (4) telling the truth is essential. Videotape technology is ideally suited to serve these principles, and its value was demonstrated in the development of a small format video program that was produced to qualitatively evaluate the results of family planning in Indonesia. Program production involved representatives from both the family planning program and the television network in each of Indonesia's 15 districts, with local Indonesian women exchanging their views on various methods of birth control. (AEA)

ED 192 400

de Noriega, Luis Antonio Leach, Frances

Broadcasting in Mexico.

International Inst. of Communications, London (England).

Report No.—ISBN-0-7100-04168

Pub Date—79

Note—89p.

Available from—Routledge & Kegan Paul, Ltd., 9 Park St., Boston, MA 02108 (\$12.50 prepaid paper)

Pub Type—Information Analyses (070)

CS 503 034

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Communications, Cultural Influences, Foreign Countries, Government Role, Mass Media, *Radio, *Telecommunications, *Television

Identifiers—*Mexico

This monograph traces the growth of Mexico's broadcasting services against the background of that country's geographical, cultural, demographic, economic, and political structures. Specific areas dealt with within the six chapters of the monograph are: (1) the national environment for broadcasting; (2) the advent and development of broadcasting in Mexico; (3) broadcasting structures and regulatory frames; (4) commercial and noncommercial radio; (5) commercial and noncommercial television, including the development of "Televisa," a communications conglomerate; and (6) the future of Mexican broadcasting. Appendices contain maps of Mexico and of Televisa's television networks, tables providing a comparative analysis of the broadcasting hours and local foreign productions per year of the television networks within Televisa, and organization charts for Televisa and for a department governing Mexican radio, television, and motion pictures. (FL)

ED 192 401

Kabira, Chosei

Crisis of Public Broadcasting Japan's Case.

Pub Date—Sep 80

Note—17p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Broadcast Industry, *Financial Support, Foreign Countries, Program Descriptions, *Public Agencies, *Public Support, *Public Television, Radio

Identifiers—*Japan

The public broadcasting service in Japan, the NHK, is a nongovernmental, noncommercial, and nonprofit making organization that is financed solely by fees collected from viewing households. At present, 80% of the total number of households in Japan have a contract with NHK and 96.5% of these households have actually paid the receiving fee to NHK. As a broadcasting organization, NHK is one of the world's largest in scale with five radio and television channels, more than 60 program producing and material gathering stations, more than 3,000 transmitter sites, and more than 1,680 programs produced and broadcast each week. A crisis in financing has arisen as expenditures are rising with inflation and income from receiving fees from new sets is decreasing. NHK is working hard at building audience support for both programing and continued fee payment as a method of continued financing for the public broadcasting service, although some audience resistance to this method is being evidenced. The NHK is focusing on continued cooperation with the national government and will strive to maintain its independence without reducing program hours or production. (MKM)

ED 192 402

Fox, Francis

Communications and the North-South Dialogue: A Vital Link.

Pub Date—Sep 80

Note—13p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980). Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communications, Developed Nations, *Developing Nations, Development, Foreign Countries, Global Approach, Government Role, *Information Dissemination, *International Relations, National Programs, *Technological Advancement, *World Problems

Identifiers—*Canada

The development of solutions to national and international communications problems is a matter of the highest priority because of the speed and impact of current communications changes. Canada, which has developed many sophisticated communications technologies and applications, has found that in working out a communications relationship with the United States it must develop a balance between protecting legitimate sovereign rights and ensuring

the free flow of information. For example, one problem implicit in the flow of data across national boundaries is the extent to which control over data is retained by the originator or the originating countries. Centralization of data, while perhaps efficient, carries some very real costs that must be considered. Many communications concerns regarding developing nations need to be considered. Recent events have shown that an accommodation to developing nations' needs and a rapprochement between developing and developed nations are occurring. The challenge for each country is to stimulate the production and dissemination of information in a way that permits society, culture, and the economy to flourish. One of the major challenges is to ensure that communications facilities appropriately serve people's needs, and the most delicate question is how much control governments should assume over information flow. (GT)

ED 192 403 CS 503 040
Morgan, Willie B.

The Degree of Speech Science Influence on Theatre Voice and Speech Specialists.

Pub Date—Aug 80

Note—6p.; Paper presented at the Annual Meeting of the American Theatre Association (44th, San Diego, CA, August 10-13, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, Educational Research, Higher Education, *Physiology, Professional Education, *Speech, *Speech Improvement, Speech Pathology, *Surveys, *Teacher Attitudes, *Teaching Methods

Identifiers—*Voice Qualities

Data on teaching approaches, general theoretical concepts, and perceptions about the voice problems of students were gathered from 66 voice and speech instructors in 52 professional training programs in acting and are summarized in this report. Instructors' responses are reported for a number of topics, including the following: (1) influences on their work; (2) major teaching emphases; (3) perceptions about areas of the body in which impulse sources are felt when strongly emphasized language is spoken; (4) beliefs concerning the pitch and placement of the human voice; (5) concepts taught to students with respect to focus of the voice; and (6) common vocal problems of students. An appended table compares the instructors' responses about common voice and speech problems of students with the opinions of 171 instructors in nonprofessional programs on the same topic. (GT)

ED 192 404 CS 503 041
Maeda, Jiro

Direct Broadcasting Satellites in Japan.

Pub Date—Sep 80

Note—26p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Aerospace Technology, *Broadcast Industry, *Communications Satellites, Foreign Countries, *Government Role, *Media Research, Program Descriptions, Program Development, Radio, Technological Advancement, *Telecommunications, Television

Identifiers—*Japan

The development and use of broadcasting satellites in Japan are discussed in this paper. The paper describes the medium-scale experimental broadcasting satellite, YURI, launched by NASA in 1978, and reports that experiments with YURI in the areas of basic technologies in the broadcasting satellite system, experiments on satellite control technologies and operational control techniques for the satellite broadcasting system, and experiments of reception of radio waves from a broadcasting satellite have shown favorable results and that practical application of broadcasting satellites are technically feasible within the foreseeable future. It recommends to the Space Activities Commission of Japan that an operational broadcasting satellite be launched in 1983, prior to the planned launchings of space platforms in 1985 and 1990. The paper notes that space development in Japan has now reached a turning point that will lead from the initial phase of ground work consolidation to a second phase of practical application, working under the auspices of

the Telecommunications Satellite Corporation of Japan, recently established by the Japanese Diet. Objections of commercial broadcasters who fear disruption of regional broadcasting by broadcasting satellites are also presented. (MKM)

ED 192 405 CS 503 042
Curran, Alex

Direct Broadcasting Satellites—Myth or Reality.

Pub Date—Sep 80

Note—14p.; Paper presented at the Annual Meeting of the International Institute of Communications (Ottawa, Canada, September 8-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aerospace Technology, *Broadcast Industry, *Communications Satellites, Foreign Countries, *Freedom of Speech, *International Relations, *Technological Advancement, *Telecommunications

Twenty-three years after the launching of the first satellite, there is still no fully operational direct broadcasting satellite system. Since such systems were expected much earlier, many questions present themselves concerning (1) whether there is a perceived need for such a system, (2) whether the technology is available at cost effective levels, (3) whether that technology has been adequately tested, and (4) whether the system could create more problems than it would solve. An evaluation of the situation suggests that there is a need for direct broadcast satellites to serve large areas of low population density and that the technology is available at cost effective levels; experiments and studies in Canada have indicated that low power level satellites are especially cost effective. In addition, the technology is being tested and three satellite launches have been conducted: HERMES, providing service to Canada, the United States, and Australia; YURI, providing service to Japan; and ANIK-B, providing service to Canada. Other projects are currently under consideration in more than nine countries. Problems do arise from the system, since satellite coverage is very broad and the signal cannot be prevented from crossing national borders, thus causing conflicts between the provision of a totally free flow of information and the right of each nation to determine what shall be broadcast to its citizens. (MKM)

ED 192 406 CS 503 043
Fuller, Frank, Jr., Ed.

Encore! Dramatic Arts and Theatre in Our Schools, K-12.

Virginia State Dept. of Education, Richmond. Div. of Humanities and Secondary Administration.

Pub Date—Jul 80

Note—62p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Creative Dramatics, Curriculum Guides, *Dramatics, Elementary Secondary Education, Learning Activities, Lesson Plans, *Program Development, Program Evaluation, Program Improvement, *Theater Arts

This guide is designed to assist school administrators and teachers in planning and developing dramatic and theatre arts programs that meet the needs of a wide range of students from kindergarten through grade 12. The first section of the guide sets forth a philosophy, goals, and criteria for effective theatre arts programs in general. The second section outlines a model program for primary and elementary schools and includes instructional objectives, a statement of program scope, and sample activities. The third section details a model program for the junior high or middle school and offers a sample instructional unit on exploring careers through creative dramatics. The fourth section delineates a model program for the secondary school and presents a course outline on theatre arts exploration and a sample instructional unit on the nature of theatre. Each program outline also contains charts of expected competencies for the appropriate grade levels and self-assessment checklists for evaluating the programs. Appendixes contain suggestions for building a theatre arts program, notes on program evaluation, and a list of several elements common to all arts. (FL)

ED 192 407 CS 503 044

Krueger, Dorothy Lenk

A System for Coding Integration and Differentiation Messages (SID): Operationalizing Inclusion.

Pub Date—May 79

Note—35p.; Paper presented at the Annual Meeting of the International Communication Association (29th, Philadelphia, PA, May 1-5, 1979).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Communication Research, *Group Dynamics, Higher Education, Interpersonal Competence, Models, *Speech Communication

Identifiers—*Coding

A "System for coding Integration and Differentiation messages" in group communication (SID) was developed, based on the theoretical and empirical work of W. C. Schutz, W. Bennis and H. Shepard, and A. Koestler. In SID, integrating messages are defined as those dealing with material internal to the group and having positive affect, or internal with neutral affect and agreement. Differentiating messages are defined as: (1) those concerned with material external to the group and showing positive, negative, or neutral affect; (2) internal messages showing negative affect; and (3) internal messages with neutral affect and disagreement. Messages that are neither integrating nor differentiating are internal, with neutral affect and neutral agreement. SID was used to categorize the communication in two self-analytic groups, each composed of seven college students. The results showed that, in both cases, the groups began with low integration and high differentiation and gradually increased integration behavior and decreased differentiation behavior. (FL)

ED 192 408 CS 503 045
Gaske, Paul C.

Human Values and Ego-Involvement: Toward the Conceptual Clarification and Operational Precision of Social Judgment Theory.

Pub Date—Nov 77

Note—25p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Phoenix, AZ, November 19-23, 1977).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitudes, *Measurement Techniques, *Self Concept, Social Problems, *Speech Communication, Theories, *Values

Identifiers—*Social Judgment Theory

This paper suggests that human values play a central role in communication and in the conceptualization of social judgment theory's fundamental terms: attitude and ego-involvement. It contends that values are the basis of an individual's attitude or category system and that one's level of ego-involvement in an issue is a function of (1) the importance of values associated with the topic and (2) the strength of the relationship between the issue and values. The paper posits the need for a value index of ego-involvement and provides guidelines for the development of such an instrument based on the Rokeach Value Survey, describing the advantages such an index would have over existing measures of ego-involvement. (Author/FL)

ED 192 409 CS 503 046
Ishii, Satoshi And Others

A Comparison of Communication Styles of Japanese and American College Students.

Pub Date—80

Note—8p.; Paper presented at the Annual Meeting of the Japan Association of Current English (Tochigi-Ken, Japan, October 25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Behavior Patterns, College Students, *Communication (Thought Transfer), *Communication Research, Comparative Analysis, *Cross Cultural Studies, *Cultural Differences, Foreign Countries, Higher Education, Research, Self Evaluation (Individuals), *Speech Communication

Identifiers—*Japan, United States

The Communicator Style Measure (CSM) was administered to 731 students in Japanese universities and 520 American students at the University of Hawaii to discover if members of certain ethnic or national groups possessed a style of speaking that

distinguished them from members of other groups. The CSM contains 51 randomly ordered items that inquire of subjects if a particular communicative behavior is descriptive of how they perceive their style. The nine behaviors gauged as independent variables are (1) dominant, (2) attentive, (3) friendly, (4) relaxed, (5) contentious, (6) dramatic, (7) animated, (8) open, and (9) impression-leaving. The one dependent variable measured is communicator image. The student responses were analyzed using a procedure for comparing independent samples of unequal size. The results showed that the American and Japanese students were significantly different on all variables except dominance and friendliness. Specifically, the Americans perceived themselves as more attentive, contentious, animated, and impression-leaving than the Japanese and had a stronger image of themselves as communicators. The Japanese saw themselves as more relaxed, dramatic, and open than the Americans. (FL)

ED 192 410 CS 503 048

Lange, Jonathan I.

Rhetorical Sensitivity and Understanding.

Pub Date—Feb 80

Note—20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, College Students, *Communication (Thought Transfer), *Communication Research, *Communication Skills, *Dating (Social), Higher Education, *Individual Characteristics, *Interpersonal Competence

The relationship between understanding and rhetorical sensitivity was studied in the context of dating relationships. The hypothesis was that rhetorically sensitive persons would understand their dating partners better than persons who were not rhetorically sensitive. Subjects for the study were 34 dating couples in which one of the partners was enrolled in an introductory communication course. These subjects provided data by completing a two part questionnaire. The RHETSEN scale was used to measure rhetorical sensitivity, while a modified version of the Interpersonal Perception Method was used to gauge understanding. Correlational analyses failed to support the hypothesis. There were no significant correlations between rhetorical sensitivity and measures of understanding at the individual level. Two explanations for the results are (1) the apparent complexity of the rhetorically sensitive individual, and (2) differences between the attitudes and the behaviors of rhetorically sensitive persons. (RL)

ED 192 411 CS 503 049

Houser, William Evan

Essentially Contested Concepts Revisited.

Pub Date—80

Note—33p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, March 24-26, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, *Concept Formation, Conflict, Conflict Resolution, Fundamental Concepts, *Persuasive Discourse, *Rhetoric, Speech Communication

The roles that essentially contested concepts play in persuasive discourse are examined in this paper. The first section of the paper reviews W. B. Gallie's original explication of the nature of essentially contested concepts and the body of theoretical literature that has developed in response to it. It then notes three major areas of disagreement that have arisen within the theoretical literature: (1) whether the definition of an essentially contested concept can be resolved, (2) whether an exemplar must exist in order for a concept to be essentially contested, and (3) whether essentially contested concepts are rooted in rhetorical argument. The second section of the paper analyzes and responds to these three areas of theoretical conflict. It then uses the responses as a foundation for the creation of a consistent and coherent perspective on both the nature of essentially contested concepts and on the roles that they may play in persuasive discourse. (FL)

ED 192 412 CS 503 050

Nalley, Sara

Sex-Role Stereotypes in Secondary School

Theatre.

Pub Date—Aug 80

Note—15p.; Paper presented at the Annual Meeting of the American Theatre Association (44th, San Diego, CA, August 10-13, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Characterization, Discussion (Teaching Technique), *Drama, Dramatics, Evaluation Criteria, Females, *Secondary Education, *Sex Bias, *Sex Fairness, Sex Role, *Sex Stereotypes, *Theater Arts

The five plays most frequently produced in high schools—"Our Town," "Harvey," "Arsenic and Old Lace," "You Can't Take It With You," and "The Curious Savage"—perpetuate an image of women that is no longer tolerated in most educational materials. An analysis of these plays shows that they include many more male than female roles and that female characters tend to fall into two familiar stereotypes: woman as nurturer (homemaker, nurse, caretaker of men and children) and woman as lovable, ridiculous eccentric whose ideas are not to be taken seriously. Not one of the five plays includes an example of a competent, decisive woman who solves problems and meets challenges independently. There are good reasons for continuing to produce these plays: they are important examples of American dramatic literature, and they are popular with audiences and actors. Teachers can mitigate the effects of their negative images of women through two strategies: (1) they can use the plays as teaching devices for examination of attitudes toward women and of the changing role of women, and (2) they can balance the production schedule with plays offering a more positive or contemporary image of women. (The paper lists criteria for choosing plays that portray women positively, and it discusses a number of plays that meet the criteria.) (GT)

ED 192 413 CS 503 051

Ferris, Charles D.

The First Amendment in a Changing Communications World.

Pub Date—Apr 80

Note—14p.; Paper presented at the Annual Meeting of the National Association of Broadcasters (58th, Las Vegas, NV, April 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Broadcast Industry, *Federal Regulation, *Freedom of Speech, *Government Role, *Technological Advancement, *Telecommunications

Identifiers—*Federal Communications Commission

In this address, the chairman of the Federal Communications Commission (FCC) reviews commitments he made as he took office and presents some of his views on the broadcasting industry, government regulation, and the overall communications environment. He reiterates his opposition to program censorship and notes that the FCC has been successful in preventing control of speech on radio and television. He notes that a policy of zero-based regulation has been followed by eliminating third class license testing requirements, changing first class operators' job requirements, eliminating hundreds of regulations, and developing a new approach to all renewals. Children's programming is an area in which the chairman feels that the marketplace has failed to provide adequate programming and in which the FCC may reduce barriers to alternative media that want to enter the marketplace with specialized services. He notes the changing world of communication and predicts that existing stations will adapt to new markets, new technologies, and innovations in broadcasting with the same skill that radio adapted to television during the last few decades. Believing that changes in regulatory policies are inevitable, he urges broadcasters not to resist new services, new entry, and new market conditions. (MKM)

ED 192 414 CS 503 052

Scott, Phyllis

Sociolinguistic Analysis of Texts.

Pub Date—Apr 80

Note—13p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Dialogs (Literary), *Literature, *Oral Interpretation, *Sociolinguistics, *Speech Communication, Speech Habits

A sociolinguistic analysis of texts is advocated for expanding an oral interpreter's creation of an event from written texts. Two studies are reviewed that suggest that language choices are related to the speaker's purpose, thought processes, role, cultural expectations, and sex. The specific area of study suggested as highly useful for interpretation analysis is the investigation of speaker purpose, or in sociolinguistic terms, functions that refer to the ways an act of speech operates to accomplish a goal for the speaker. A diagram compares three function categories common in speech situations. S. Ervin-Tripp's categories of conversational openings and their corresponding functions are suggested for use when analyzing poetry. It is also suggested that viewing a literary selection as a series of speech acts and identifying the associated functions assists the performer in several ways. One result of functional analysis of dialogue is said to be a greater understanding of forces operating between characters that will help release the performer's behavior. (MKM)

ED 192 415 CS 503 053

Hoffman, Susan Freeman

Interruptions: Structure and Tactics in Dyadic Conversations.

Pub Date—May 80

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Patterns, Communication Problems, *Communication Research, *Communication Skills, Feedback, *Interpersonal Competence, *Interpersonal Relationship, *Sex Differences, Speech Communication

Identifiers—Conversation, *Interruption

An exploratory study was conducted to define and differentiate interruptions structurally and tactically. The participants were 60 college students assigned to female-female, female-male, and male-male conversational dyads. The dyadic conversations were recorded for 14 minutes, during a period of "getting to know each other" and during a task of agreeing on the rank order of a list of behaviors. Dyad type was found to have a significant effect on the occurrence of particular types of interruptions. The female-female pairs were more likely to allow interruptions that lasted a substantial period of time without necessarily changing speakers. Female-male dyads exhibited the most proportionate use of "back channel" interruptions (conventional signals of attention to continuous discourse). Females were more likely to engage in interruptions of greater length, where there was no exchange of turns, while males were more likely to engage in interruptions where there was an exchange of the speaking turn. Dyad type correlated with interruption tactics, with more topic changes and connections (bringing together two entities or separate parts) occurring in dyads where males were present. A pattern of interruption behavior emerged indicating that once an interruptive behavior occurred, it became established in that conversation and was repeated for a time. (RL)

ED 192 416 CS 503 054

Morison, Patricia And Others

Reasoning about the Realities on Television: A Developmental Study, Technical Report No. 18.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Childhood Attitudes, Cognitive Processes, Concept Formation, Decision Making, *Developmental Stages, Elementary Education, Perception, *Television, *Television Research, *Television Viewing

A study explored the means by which children apply knowledge of the television medium and of the real world in distinguishing among the levels of reality and fantasy presented on television. Fifty-four second-, fourth-, and sixth-grade children were presented with a series of paired (reality/fantasy) television shows. They were asked to choose which show in each pair was the more real and to supply the reasons for their choices. The results indicated that the children reached similar decisions about which shows were "more real." However, the reasons underlying those decisions showed distinct developmental differences. In comparing program content to real life, children began with rigid assessments of the actuality and possibility of the content, often focusing on specific physical elements; eventually, they began to apply more general and comprehensive evaluations of the plausibility of characters and plots. In addition, when applying their knowledge of television by citing television-specific criteria, children initially relied on the observable features of the medium and eventually moved toward an increased recognition of features that indicate the representational and fictionalized status of television. Other findings were that older children had an increased number of strategies that enabled them to assess a wider diversity of program types and that they had developed the ability to appreciate the realistic aspects of television as well as its fantasy elements. (Author/FL)

ED 192 417

CS 503 055

Jaglom, Leona M. And Others

Preschoolers' Classification of the Television World.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 80

Grant—G-78-0031

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, *Classification, Developmental Stages, *Perceptual Development, Preschool Children, Preschool Education, *Programming (Broadcast), Television, *Television Research, *Television Viewing

Three preschool children were observed intensively for three years to examine the ways they attempted to organize and classify the world of television. Of interest were children's changing abilities to differentiate six adult-perceived categories of television fare: cartoons, advertisements, news, adult shows, children's shows, and "Sesame Street." In addition, children's understanding of the relationship between television characters and their shows, the concept of target audience or producer's intent, and the temporal organization or scheduling of the television world were explored. The acquisition of the six categories was found to occur in the following order: advertisements, cartoons, "Sesame Street," news, children's shows, and adult shows. The children were unable to organize television fare consistently in the categories until after the age of three; they were able to distinguish all six categories by the age of four and one-half. After the age of two, children passed through a series of steps such that by age five they recognized show beginnings and endings and were able to state the specific times and days of certain shows, reflecting a relatively solid grasp of television's temporal organization. Still to be grasped by the five-year-old children were the exact nature of the links between characters and their shows and the concept of target audience. (Author/RL)

ED 192 418

CS 503 056

Keefe, Carolyn

The Use of C. S. Lewis's "Poems" for Oral Interpretation.

Pub Date—Nov 80

Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).
Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Literary Criticism, *Oral Interpretation, *Poetry, Thematic Approach

Identifiers—*Lewis (C S)

Suggestions are offered in this paper for adapting C. S. Lewis's poems for oral interpretation. A discussion of Lewis's lifelong correspondence with his friend Arthur Greeves provides insights into Lewis's perceptions of his own writing. Eighty poems selected from Lewis's "Poems" as appropriate for oral interpretation are classified according to these themes: (1) creation/nature, (2) good/evil/temptation/judgment, (3) new life, (4) love, (5) mortality/immortality, (6) social/moral concerns, (7) longing, (8) prayer/petitions, (9) fantasy/myth, (10) humor, and (11) miscellaneous. A development of each theme based on the selected poems is provided. (MKM)

ED 192 419

CS 503 060

Subervi-Velez, Federico A.

The Effects of Communication and Socioeconomic Status on the Political Participation of Puerto Ricans, Mexican-Americans, and Cubans in Chicago.

Pub Date—May 80

Note—32p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Cubans, *Hispanic Americans, *Mass Media, *Mexican Americans, Political Power, *Political Socialization, Puerto Ricans, *Socioeconomic Influences

An examination was undertaken of the relationship between some socioeconomic variables, particularly communication exposure variables, and the political participation of Puerto Ricans, Mexican-Americans, and Cubans living in Chicago, Illinois. Data for the investigation were taken from an earlier survey of the communication patterns and organizational activities of that city's Hispanic-American residents. Interview data gathered from 388 respondents were analyzed to determine two types of political behavior (voting and nonvoting activities) and media exposure. Socioeconomic background data were also analyzed (sex, age, years of residence in the United States, level of education, and income). The analysis revealed that political participation of Hispanic Americans, both voting and nonvoting activities, was not equal across ethnic groups. Results with respect to one background variable, years of residency in the U. S., indicated that with the passing of time, the Hispanics in general might become more involved in political activities. In addition, the findings suggested that the effects of mass media exposure are important for understanding and predicting how each ethnic group may or may not participate in United States politics. (FL)

ED 192 420

CS 503 061

Kaid, Lynda Lee Hale, Katherine D.

Live vs. Televised Channels: Comparing Audiences, Functions and Effects.

Pub Date—May 80

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Communication Research, Comparative Analysis, Mass Media, *Political Influences, *Speeches, *Television Research, *Television Viewing

Identifiers—*Audience Response, *Media Effects

A study compared the relative effects and functions of a live versus a televised presentation of a political message. Specifically, the study examined whether (1) the audience for a live political speech differed from the audience for a similar televised speech, (2) a live political speech produced more positive attitude change regarding the speaker than did a similar televised speech, and (3) a live political speech served different functions for the audience than did a similar televised speech. Data for the study were derived from two field experimental procedures. One procedure measured an audience's before-and-after responses to a televised speech by a politician; the other measured before and after responses to a live personal appearance by the same politician. Both events occurred within a three-day

time span in the same city, had approximately the same intent, and shared approximately the same message content. Telephone interviews elicited information from 89 viewers of the television presentation both before and after the event, and questionnaires were used to gather information from 131 people attending the live event. The results indicated that several characteristics differentiated audiences exposed to the message through the two differing channels. In addition, the live channel produced more positive change toward the candidate than did the television channel. The functions that the events served for individuals also differed. (FL)

ED 192 421

CS 503 062

Bonduranti, Judith

Language Behaviors of Mothers of Children with Normal and Delayed Language.

Pub Date—Feb 80

Note—23p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, *Delayed Speech, *Language Acquisition, *Language Research, Language Role, *Language Usage, Linguistics, *Mothers, *Parent Child Relationship, Preschool Children, Preschool Education, Reinforcement

A study was conducted to analyze the language behavior of mothers of children with normal language development and mothers of children with delayed language development as they interacted with their children to determine if the two groups of mothers provided different linguistic inputs for their children. Two randomly selected groups of children from two to five years of age (14 normal and 14 language delayed) and their mothers participated in the study. The language of both groups of mothers, as they interacted with their children in a structured task situation and an unstructured free play situation, was audiotaped, transcribed, and analyzed. The findings indicated that the mothers of the language delayed children were providing much of the same linguistic information as the mothers of the normal children. These mothers, however, were providing their children with shorter utterances, used fewer questions, and provided fewer utterances signifying acceptance and more signifying rejection than did the mothers of the normal children. (Author/FL)

ED 192 422

CS 503 063

Ewbank, H. L.

Protection from Assault.

Pub Date—Feb 80

Note—12p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Censorship, *Civil Liberties, *Freedom of Speech, Legislation

Identifiers—*Obscenity
John Sparrow, British attorney and educator, argues that the current rejection of limitations on public decency in the name of freedom of speech needs reappraisal. His comments can be used as a basis to consider whether in the field of public decency the right of public expression in any medium is being upheld at the loss of respect for the personal right of individuals to protect themselves from such indecencies. If it is socially acceptable that people should be able to walk the streets without being physically assaulted, then perhaps they should be able to walk the streets without having their sensibilities assaulted by someone shouting four-letter words, by someone expressing himself nonverbally by exposing his genitalia, by graffiti or posters with objectionable words, or by sexually explicit pictures. It seems that laws must be interpreted by juries seeking to determine what might outrage a person of ordinary sensibilities. While many could become comfortable with laws permitting the protection of sensibilities in public, they still strongly object to the thought of censoring in the more private sphere of theatre, film, literature, painting, and sculpture. This belief in never censoring art and literature must also be reconsidered, since people also are affected by exposure to art and literature. (MKM)

ED 192 423 CS 503 064

Marshall, Kristin

A Conversation with Four Contemporary Poets about Oral Interpretation.

Pub Date—Nov 79

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
 Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, *Creative Writing, Interviews, Opinions, *Oral Interpretation, *Poetry, *Poets, Workshops

The ideas of four contemporary poets—Ann Deagon, Lyn Lifshin, Marge Piercy, and Alice Walker—concerning the oral interpretation of poetry are presented in this paper. The poets' ideas relate to the following topics: (1) the importance of reading poems aloud; (2) reasons why they give poetry readings, and effects of their poetry readings on their poetry; and (3) their attitudes toward the oral interpretation of their poetry by other people. The paper summarizes the poets' responses by noting that all the poets except Walker believe strongly that the oral interpretation of a poem is necessary for its full realization; that Piercy and Lifshin find their own poetry readings often give them critical insights that lead them to make changes in their poems; and that Deagon, Piercy, and Lifshin all are interested in hearing good oral interpretations of their poetry by other people. (Most of the comments presented in the paper were made by Deagon, Lifshin, and Piercy during long interviews; only a few ideas of Walker, who was interviewed briefly, are included.) (GT)

ED 192 424 CS 503 065

Gross, Roger

The Use of Therapeutic Techniques in Actor Training.

Pub Date—78

Note—10p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, *Behavior Modification, Dramatics, Higher Education, Speech Communication, *Student Teacher Relationship, *Teacher Improvement, Teacher Responsibility, Teacher Role, *Teaching Methods

Since a fundamental problem of acting-fear is a fundamental human problem, the basic job of acting teachers is to help their students become the kind of people who can act. Acting teachers need to help their students cast off their fears, free their bodies and their imaginations, and learn all the skills of self-knowledge, self-control, and perception so inhibited by fear and by the ego-trap that fear generates. The way acting teachers can accomplish all these things is by going to the experts in the fundamental sciences and technologies of human behavior to get the necessary information, tools, and skills. Without necessarily adopting the notion of therapeutic techniques, acting teachers need to adopt the therapeutic concept of intervention—interacting with another person to change that person's behavior, beliefs, and attitudes. The challenge of such a teaching attitude is that acting teachers will need to re-educate themselves, learning techniques such as Alexander Lowen's bioenergetics, Tai Chi, anatomy, physiology, kinesiology, first aid, CPR, speech science, neurobiology, kinesics, proxemics, and semantics. These studies are essential to acting teachers because they presume to tinker with people's bodies and minds at profound levels. (RL)

ED 192 425 CS 503 067

Hobgood, Burnet M.

Framework for Research: Into the Work of the Director in the Theatre.

Pub Date—Jun 80

Note—10p.; Draft copy.

Pub Type—Reference Materials - Vocabularies - Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Dramatics, Individual Characteristics, *Job Analysis, *Occupational Information, Organization, Planning, *Theater Arts

Identifiers—*Directors (Theater)

To point out potential subjects for research into theatre directing, this paper presents an outline of numerous factors relating to the personal qualities and the craft of theatre directors. The factors are listed under the following headings: (1) the director as an individual—career preparation and personal

style; (2) directorial processes in planning productions—script preparation and development of a production plan; and (3) directorial methods in rehearsal and performance—production organization, work with actors, rehearsal planning, creation of an impression structure, and unification of the work. (GT)

ED 192 426 CS 503 068

Ugboajah, Frank Okwu

Communication Policies in Nigeria.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-101743-8

Pub Date—80

Note—61p.

Available from—UNIPUB, 345 Park Ave. South, New York, NY 10010 (\$4.75 prepaid)

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communications, Foreign Countries, *Government Role, Information Dissemination, *Mass Media, Socioeconomic Influences

Identifiers—*Nigeria

One of a series of monographs published as part of a UNESCO program to analyze the communication policies of selected countries, this report provides information about Nigeria. Various sections of the report discuss the following topics: (1) Nigeria's socioeconomic and political geography, (2) its system of mass communication, (3) its public policies concerning the mass media, (4) the policies of its mass media, (5) the distribution of professionals in the various print and broadcast media, and (6) an alternative communication policy for the country. An appendix contains tables of data, a copy of the code of conduct for the Nigerian press and an editorial on that code, and a list of newspapers and magazines that have been published in Nigeria since 1859. (FL)

ED 192 427 CS 503 069

Stockwell, John C., Ed. Kepke, Allen N., Ed.

Empirical Research in Theatre, Volume 6, No. 1, Summer 1980.

Bowling Green State Univ., Ohio. Center for Communications Research: Speech Communication Association, Falls Church, Va.

Pub Date—80

Note—53p.

Available from—Center for Communication Research, Bowling Green State University, Bowling Green, OH 43403 (\$3.00)

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acting, Annotated Bibliographies, *Characterization - Children, *Communication (Thought Transfer), *Creativity Research, Dialects, *Dramatics, Emotional Experience, Indexes, Self Esteem, Speech Communication, *Theater Arts

This journal provides a focal point for the collection and distribution of systematically processed information about theory and practice in theatre. This issue contains discussions of (1) the effects of cognitive complexity on characterization depth and performance; (2) the effects of a director's system of communication on actor inventiveness and rehearsal atmosphere; (3) an instrument and a process used to identify musical compositions with greater accuracy than the written score, to account for interpretive differences among polished performing artists, and to match artists' interpretations with fundamental emotional expressions; (4) the effects of informal drama in influencing the self esteem of preadolescents; and (5) a programed approach to dialect training for the actor. Appendices include an index to the previous five journal issues and an annotated bibliography on behavioral research in theatre. (AEA)

ED 192 428 CS 503 070

Sprigg, Douglas C.

The Use and Abuse of Improvisation in Actor Training.

Pub Date—Nov 78

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, MN, November 2-5, 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, Dramatics, Self Concept, Skill Development, *Teaching Methods, *Theater Arts, Training Methods

Identifiers—*Improvisation

An acting teacher can train students to bring the reality of their personal lives to the various artificial structures that give form to playscripts and that can otherwise induce rigid or mechanical performances if not balanced by the vibrancy of the actor. A series of exercises allows students to discover how they may use their own impulses, responses, and past experiences to bring immediacy, spontaneity, and authenticity to the structure of memorized language. The exercises integrate improvisation into a training program not as an end in itself, but as a means toward making a student a better actor. The exercises also facilitate the transition between improvisations and scene work, moving students from improvisations that are designed to free a personal responsiveness to inner impulses toward maintaining the same freedom of personal responsiveness within the structure of a memorized scene. Students can be led through exercises that begin with physical warm-ups, to games like "follow-the-leader" and "here and now" word game, to open scene dialogues in which students learn that there is no one way a line should be read, and, finally, to memorized dialogue. (AEA)

ED 192 429 CS 503 071

Powell, Robert

Differentiating Among Social Situations: An Investigation into the Situational Element in Communication Competency.

Pub Date—May 80

Note—44p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Communication Research, Communication Skills, *Communicative Competence (Languages), Higher Education, *Interpersonal Competence, Research Methodology, *Social Influences

The bulk of communication research has approached competency from a trait perspective and has attempted to identify the individual characteristics that are presumed to generalize across all social settings. The role of social situation and the possibility that some individuals can be competent in some settings and incompetent in others have not been investigated thoroughly. A study was therefore undertaken to refine the theoretical base surrounding communication competency and to take preliminary steps toward exploring the relationship between competency and social situation. First, a set of 50 social situations was generated from open-ended communication diaries kept by 36 college students over a two-day period. This set was then narrowed to a sample of six situations by three raters and was evaluated in terms of (1) personal benefits/goals, (2) resistance, (3) intimacy, (4) apprehension, (5) homophily, (6) rights, and (7) dominance. Next, 296 students were asked to evaluate the situations using the seven criteria. Factor analysis indicated that while the emphasis placed upon a particular situation changed from situation to situation, "personal benefits/goals" and "resistance" accounted for the greatest amount of definitional variance. Discriminant analysis found "intimacy" and "apprehension" to best differentiate the six stimulus situations. (FL)

ED 192 430 CS 503 072

Scott, Phyllis

Language and Cognitive Processes: Directions for Research in Interpretation.

Pub Date—[77]

Note—26p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Language Processing, *Language Research, *Language Skills, *Oral Interpretation, *Psycholinguistics, Speech Communication, Speech Skills

This paper indicates the relevance of psycholinguistic research to the study of the interpretation process. Citing selected experiments that demonstrate some of the possibilities for extending research into the language experience of the interpreter, the paper argues that such an approach might lead into examining the experience of imagery, semantic processing of ambiguity, production

of speech and silence, and exercise of memory. It contends, in addition, that there are numerous other aspects of the interpretation process, related to and inseparable from language, that can be studied. Although focusing on experimental psycholinguistic research, the paper suggests other approaches to language study that might be useful. It notes, for example, that sociolinguistic and ethnographic methods are currently contributing to research in oral language and could directly approach the interpretive process. The paper concludes that the act of interpreting literature is a language experience that includes the involvement of the senses, the memory, the imagination, and the intellect and that psycholinguistic research needs to expand understanding of the interaction between the art of interpreting and the interpreter's linguistic-cognitive behaviors. (FL)

EA

ED 192 431

EA 012 944

Lewis, Larry, Ed.

Oklahoma Teacher Termination Hearing Judge Decision. Volume 1. A Critical Issues in School Law Series.

Oklahoma State School Boards Assoc., Oklahoma City.

Pub Date—31 Dec 78

Note—75p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Responsibility, Competence, Court Litigation, *Dismissal (Personnel), Elementary Secondary Education, Hearings, *Job Performance, Legal Responsibility, Principals, *Teacher Behavior, *Teacher Dismissal, Teacher Effectiveness, Teacher Responsibility, Teachers

Identifiers—Oklahoma

According to Oklahoma law, terminated tenured teachers have a right to a hearing before a hearing judge to contest the school board's decision to terminate that teacher's contract. Copies of the written reports of these hearings submitted by the hearing judges to the State Board of Education are reprinted in this volume. Twelve cases and their decisions are reported. The statutory causes for termination include immorality, willful neglect of duty, incompetency, and moral turpitude. (Author/JM)

ED 192 432

EA 012 714

Schomp, Katherine W.

Close It, Sell It, or Lease It: What to Do with That Old School.

Pub Date—Apr 80

Note—16p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Policy, *Building Conversion, Criteria, Declining Enrollment, Elementary Secondary Education, *School Closing, *Shared Facilities, *Space Utilization

Identifiers—*Colorado (Denver)

The Denver (Colorado) Board of Education has taken a number of steps to avoid closing schools. Among these are refiguring school capacities; providing full-time space for programs that do not always function full-time; providing additional private space for related services (psychological, social work, and nursing); expanding instructional materials space; providing space in response to the mandates of Public Law 94-142; and providing programs for the neighborhood. Further attempts to handle the school closing problem were a communitywide examination in 1978-79 of the need for school closings and a recommendation that, for schools with a population of less than 50 percent of capacity, multiple-use occupancy be examined. The school district and the city of Denver have established a commission that attempts to take advantage of the opportunities for better, more efficient use of joint resources. Included are guidelines used in making decisions about surplus school space titled "Criteria for Alternate Use of Surplus Space," and "Criteria for the Disposition of Real Property." (MLF)

ED 192 433

EA 012 743

Carr, Mary K.

Reduction in Force—Is Your Board Prepared?

Pub Date—Apr 80

Note—19p.; Paper presented at the Annual Meeting of the National School Boards Association (40th, San Francisco, CA, April 19-22, 1980).

Pub Type—Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Policy, *Board of Education Role, *Court Litigation, Declining Enrollment, Desegregation Litigation, Elementary Secondary Education, *Legal Responsibility, *Reduction in Force, School Districts, School Law

With the basic assumption that reduction in force is inevitable, this paper discusses the legal ramifications as well as an orderly procedure for implementing reduction in force. Recent litigation with regard to reduction in force action falls in the broad categories of constitutional questions, statutory law, and contract provisions. Constitutional issues may result whenever an attempt to use the reduction in force procedures to remove unwanted employees can result in the infringement of procedural and substantive constitutional rights. However, most litigation and reduction in force procedures fall within the category of statutory issues. These include the issues of seniority and tenure, legal qualifications, hearing rights, sufficiency of evidence warranting actions, and call-back rights. Concerning the issue of contracts, boards of education need to be sensitive in providing for the possibility of staff reductions to include special provisions in the individual employment contract. As a model, the Phoenix Union High School District reduction in force procedures for classified employees and administrative personnel are summarized. (Author/MLF)

ED 192 434

EA 012 819

Peterson, Mark F. Cooke, Robert A.

A Systems Approach to Explaining Teachers' Leadership Behavior.

Pub Date—80

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Classroom Environment, Class Size, Community Colleges, *Correlation, Governance, *Leadership, Organizational Theories, Participation, *School Organization, Student Characteristics, Student Teacher Relationship, *Systems Approach, *Teacher Attitudes, *Teacher Behavior, Two Year Colleges

This paper focuses on identifying the way that individual and organizational variables affect the classroom leadership behavior of teachers. Measured are the effects of one individual-level variable and six organizational variables—three at the organization system level and three at the classroom subsystem level. The individual-level variable is teachers' attitudes toward control. The classroom subsystem variables are perceived student competence, student level, and class size. The organization system-level variables are formal participation, informal participation, and individuals' perceptions of the participativeness at their college. Data collected from 147 community college teachers and their students indicate that organizational and classroom characteristics may have an impact on teacher behavior, but that this impact sometimes is moderated by the attitudes of teachers toward control. (Author/MLF)

ED 192 435

EA 012 907

Hempel, Marvin W.

Individualized Instruction—Theoretical Parameters and Pragmatic Applications.

Pub Date—6 Jul 80

Note—53p.; Paper presented at the Annual Summer Conference of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980). Some pages may not reproduce clearly due to broken print of original document.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Education, *Cost Effectiveness, *Individualized Instruction, *Instructional Innovation, Learning Laboratories, Program Administration, *Program Implementation, Secondary Education, Teacher Effectiveness

Identifiers—*Centennial High School OR

This document describes a practical method for implementing individualized instruction in the secondary school. The first section of the document distinguishes between mistaken notions and fears concerning individualized instruction and the characteristics of a true individualized instruction program. Part 2 describes the author's experience with the planning, implementation, and management of a model individualized instruction program in the Business Education area at Centennial High School in Gresham, Oregon, during the 1976-77 school year. A cost analysis of this model, revealing a 33 per cent cost savings, forms the third part of the document. Included is a cost analysis of a "typical" school considering individualized instruction, a cost justification, and procedures for analyzing purchasing needs. The fourth section discusses application of individualized instructional techniques to other academic areas. Conclusions and recommendations fill out the fifth and final section. Samples of materials used in the Centennial program are appended. (Author/PGD)

ED 192 436

EA 012 909

Lipsitz, Joan Scheff

What Is the Middle School Movement Really About?

Pub Date—6 Jul 80

Note—15p.; Paper presented at the Annual Summer Conference of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, Children, Educational Change, *Educational Theories, Intermediate Grades, Junior High Schools, *Middle Schools, Secondary School Students

The special needs and characteristics of pubescent adolescents led to the creation of junior high schools around the turn of the century, but these watered-down senior high schools have not provided a satisfactory transition between childhood and young adulthood. The middle school movement has not remedied the situation. It has provided programs hard to distinguish from those of traditional junior high schools in a disorganized welter of various grade groupings. While the varying rates of cognitive development and sexual maturation among 10-to-14-year-olds serve as rallying points for those in the middle school movement, the practical reasons for restructuring school systems are more often related to population shifts, budgetary pressures, and court orders, and little effort is made to account for developmental phenomena. One factor in this failure is the lack of an adequate research base to underpin the claims of middle school proponents that a new type of education is necessary. What the middle school movement now needs are hard-headed theoreticians, researchers, and policy analysts to articulate the purposes, functions, and practices that can result from the implementation of effective middle school programs. (Author/PGD)

ED 192 437

EA 012 910

Louis, Karen Seashore

Linking R&D with Local Schools: Implications for School Administrators from the Study of the R&D Utilization Program.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—6 Jun 80

Contract—400-78-0002

Note—13p.; Paper presented at the Annual Summer Conference of the American Association of School Administrators (3rd, Chicago, IL, July 6-9, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Developmental Programs, *Educational Change, Educational Development, Educational Innovation, Elementary Secondary Education, National Programs, Program Development, *Research Utilization

Identifiers—Linking Agents, National Institute of Education, *Research and Development Utilization Program

In 1976 the National Institute of Education established the Research and Development Utilization (RDU) Program. This project was intended to apply research and development products to local school problems; to develop a problem-solving and product

selection process usable by local schools and to organize a linkage system making national, state, and other external resources available to local school personnel. Seven projects serving over 300 school locations in 20 states were operated under the RDU program from 1976 to 1979. Preliminary findings from a study of the program suggested that engagement in RDU program activities would promote school improvement. Several variables were examined to determine which were important to the impact of the RDU program at the school level. Such variables included characteristics of the research and development products chosen, degree of modification of externally developed products, strategies selected for problem-solving, amount of coordination with outside experts, and techniques used during product implementation. These variables were found to be more powerful predictors of success at implementing innovations at the local school level than was school "readiness" as measured by previous experience with innovative efforts, federally funded programs, or use of externally developed research and development products. (Author/PGD)

ED 192 438 EA 012 911
The Most Significant Minority: One-Parent Children in the Schools.

Institute for Development of Educational Activities, Dayton, Ohio.; National Association of Elementary School Principals, Washington, D.C.

Pub Date—28 Jul 80

Note—28p.; First-Year Report of a Longitudinal Study Conducted by the Consortium for the Study of School Needs of Children from One-Parent Families.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Attendance Patterns, Discipline Problems, Elementary Secondary Education, Family Characteristics, Family Environment, Family Problems, *Family School Relationship, *One Parent Family, Records (Forms), *Student Problems

A study of children living with only one parent revealed that these children achieve less and present more discipline problems in both elementary and secondary schools than do their two-parent peers. The study, conducted by the National Association of Elementary School Principals and the Institute for Development of Educational Activities, involved 26 schools in 14 states. Each school was surveyed twice, once during each semester of the 1979-1980 school year. The data indicated that students from single-parent families tended to qualify more often for subsidized lunch programs and changed residence more often than students from two-parent families. At all levels, single parent students were more often tardy, absent and truant than were other students. They were also more often involved in disciplinary actions and dropped out more often. Single-parent students at the secondary level tended to visit in-school health clinics more frequently than their two-parent peers, but fewer of them were absent from school during any given period. This report concludes with a brief discussion of ways schools can help single-parent students deal with their problems. Forms used to gather data for this study are included in an appendix. (Author/PGD)

ED 192 439 EA 012 912
Pitruzzello, Philip

Demographic Factors Related to Enrollment Projections. Draft.

Pub Date—[Apr 80]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Table 2 may not reproduce clearly.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Analysis, Elementary Secondary Education, *Enrollment Projections, *Enrollment Trends, Long Range Planning, Population Trends, *School Demography, Trend Analysis

School districts must analyze demographic data carefully if they hope to deal effectively with changing enrollment patterns. Sources of relevant data include local planning boards, utility companies, government records of vital statistics, carefully conducted school censuses, and municipal records of housing construction and property transfers. The cohort survival method is the most common method for analyzing enrollment data. The type of analysis

selected to establish survival ratios, whether based on straight averages or weighted (trend) averages, should be appropriate to the particular conditions of the school district. (Author/PGD)

ED 192 440 EA 012 913
Say, Elaine And Others

A Study of the IEP: Parent and School Perspectives.

Pub Date—Apr 80

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compliance (Legal), Data Analysis, Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Individualized Instruction, Legal Responsibility, *Mainstreaming, Parent Attitudes, Research Methodology, Special Education

Identifiers—*Education for All Handicapped Children Act

Public Law 94-142, the Education for All Handicapped Children Act of 1975, stipulates that an Individualized Educational Program (IEP) be prepared for each handicapped child going to public school. Each IEP must include a statement of the child's current performance, a statement of annual goals and instructional objectives, a statement of services to be provided to the child, the dates when services are to be initiated and their expected duration, and appropriate evaluation criteria and procedures. A study of the IEP process in a large urban school system in Texas found that a significant amount of legally required information was missing from the IEPs; that speech handicapped students' IEPs were more accurately written than those of either mentally retarded or learning disabled students; that the majority of IEPs were not appropriately reviewed and updated; that parent involvement was moderate and related to the accuracy of the IEPs; and that parents who had been informed about the nature of their child's IEP thought it a good plan. The study sampled 1317 IEP documents for students with eight handicapping conditions and surveyed 236 parents. This report discusses the methodology used in the study and the reliability of that methodology. (Author/PGD)

ED 192 441 EA 012 916
Stefonek, Tom

Cutback Management in Public Organizations. Information Series Volume 7, Number 3.

Wisconsin State Dept. of Public Instruction, Madison, Div. for Management and Planning Services. Report No.—WSDPI-Bull-0447

Pub Date—Aug 79

Note—36p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—City Government, Costs, *Declining Enrollment, Elementary Secondary Education, *Financial Problems, Higher Education, Literature Reviews, Planning, *Public Agencies, Reduction in Force, *Retrenchment, *School Closing, School District Spending

Identifiers—Wisconsin

In this paper a review of the Wisconsin declining enrollment trend is presented and implications are noted for Wisconsin districts involved in school closing efforts. The author suggests that districts can best meet the challenge of declining enrollment by considering local enrollment projections, taking a facilities and program inventory, figuring future facilities needs, and ensuring public and community involvement. A review of recent literature related to "cutback management" is presented to help local school personnel better understand how public organizations function and react to diminishing resources and diminishing client groups. The work reviewed and summarized includes the following: Charles H. Levine on the causes and results of public sector funding reductions, Andrew Glasberg on New York's and other cities' municipal budget decreases, Robert Behn on the policies and practices associated with the closing of government facilities, Garry Brewer on the considerations related to program termination, Richard Cyert on organizational stagnation or decline at the university level, and Edgar Kelley on the reduction in force (RIF) process. (Author/JM)

ED 192 442 EA 012 917
Wolfman, Brunetta R.

The Structure and Climate of an Urban High School Before and After a Major Innovation.

Pub Date—Apr 80

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Educational Environment, Elementary Secondary Education, *Faculty Development, Program Descriptions, Teacher Attitudes, Teacher Morale, Teaching Conditions, Urban Schools

Identifiers—English High School MA, University of Massachusetts

This paper chronicles the collaboration of Boston's English High School with the University of Massachusetts. It begins with a history of the school from its start in 1820 up to the late sixties when the school achieved more of a minority population. After a problematical beginning plagued by lack of coordination and direction, the collaborative program made a change in administrative responsibilities and staffing patterns that heralded a period of great energy and enthusiasm among teachers. At this time the goals of the collaboration were set down as staff development, curriculum development, and improvement in communications. A teacher center was established. However, two years later, at the time of the writing of this paper, the situation was one of worry about declining school enrollments, low morale, and dissatisfaction with administration. It is difficult to analyze effects of the innovation because the school conditions and the people involved have changed. The teacher center, cluster programs, and a college incentive program remain as evidence that collaboration can produce positive programs. Although the collaboration has not achieved all its goals, the university has contributed to the life of the school. (JM)

ED 192 443 EA 012 921
Thornburg, Hershel D.

Developmental Characteristics of Middle Schoolers and Middle School Organization.

Pub Date—Apr 80

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Curriculum Development, Elementary Secondary Education, Friendship, Independent Study, Learning, *Middle Schools, Moral Development, Moral Values, Peer Influence, *Student Characteristics, *Student Development, Student Needs, *Teacher Responsibility

Identifiers—*Preadolescents, Puberty

The extent to which the middle school becomes a true educational alternative is directly related to the ability of middle school educators and researchers to identify and investigate the developmental needs and learning capacities of students. Three important developmental characteristics of early adolescents are a high need for peer friendships, a rising awareness of increased physical changes, and a strong concern with how they match up to common behavioral or physical stereotypes. The middle school student also has several important learner characteristics: the ability to organize knowledge and concepts into problem-solving strategies, interest in planning his or her own learning experiences, and a value system that is shifting from the influence of elders to the influence of peers. The teacher must be aware of the developmental and learning characteristics of the middle schooler and design learning experiences functional to the learner. Teachers must not attempt to compete with students' friends or with powerful influences such as the media. Learning must include the preadolescents' need for social contact. Teachers must present educationally and environmentally relevant issues. The challenge to American educators is forcefully presented by the early adolescent. (Author/JM)

ED 192 444 EA 012 922

Weiler, Hans N.

Notes on the Comparative Study of Educational Innovation.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-79-A12

Pub Date—Dec 79

Grant—OB-NIE-G-78-0212

Note—72p.; Paper presented at the International Workshop on the Comparative Study of Innovations in the Public Sector (West Berlin, German Federal Republic, December 14-18, 1979). Portions of Part 3 presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adoption (Ideas), Classification, *Comparative Analysis, *Comparative Education, Curriculum Development, *Educational Change, *Educational Innovation, Educational Policy, Elementary Secondary Education, *Government School Relationship, Organization, Research Methodology, Research Problems

This paper provides a critical review of the state of the comparative study of educational innovation and reform and proceeds to identify a number of theoretical issues and challenges on which further comparative work is likely to shed additional light. The review portion of the paper deals with the heuristic, political, and theoretical utility of existing comparative work on educational innovation and singles out a number of typologies and generalizations from the literature as particularly significant findings. The second major part of the paper then develops a theoretical agenda that is organized around the issues of knowledge utilization (with special reference to experimental paradigms of reform), the legitimacy of innovation decisions, and the relationship between innovation and conflict. (Author)

ED 192 445 EA 012 932

Hill, Paul T.

Do Federal Education Programs Interfere with One Another?

Rand Corp., Santa Monica, Calif.

Report No.—Rand-P-6416

Pub Date—Sep 79

Note—37p.

Available from—Publications Department, The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 (\$3.00)

Pub Type—Legal/Legislative/Regulatory Materials (090)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Problems, Compliance (Legal), Delivery Systems, Elementary Secondary Education, *Federal Programs, *Federal Regulation, Federal State Relationship, *Financial Problems, Resource Allocation, *School Districts, Vocational Education

Identifiers—Education for All Handicapped Children Act, Elementary Secondary Education Act Title I, Emergency School Assistance Act, Title IX Education Amendments 1972

The purpose of this paper is to explore the interactions among federal education programs on the local level. Federal education programs work almost exclusively through the local education agency (LEA). Federal programs can work only if the LEAs can meet the aggregate requirements they impose. The burdens imposed by federal programs are of two kinds: administrative and financial. Administrative burdens are the demands placed on LEA personnel in interpreting federal rules, planning and implementing services required by the rules, and accounting for the use of funds. Financial burdens are the demands placed on funds from local and state revenues. This paper creates an agenda for analysis of the aggregate effects of interactions of federal programs. It, first, identifies for each of the major federal programs the features that may interact with other programs; second, identifies possible problems that those interactions might create; and third, defines questions for research on the implications of those problems for the effectiveness of federal education programs. (Author/MLF)

ED 192 446 EA 012 939

Pratt, Harold And Others

The Effects of a Concerns-Based Implementation Plan on the Achievement of Elementary Science Students.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Some figures may not reproduce clearly due to small print of original document.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Curriculum Development, Elementary Education, *Elementary School Science, *Instructional Innovation, Reading Comprehension, Test Construction, *Test Results, *Time Factors (Learning)

Recently the framework of the Concerns-Based Adoption Model was used to guide the implementation of a revised elementary science program in grades 3-6 in the Jefferson County (Colorado) Public Schools. This paper explores how student achievement on a locally developed, criterion-referenced test is related to the length of time the revised science program has been in use. Three groups of students drawn from schools in three phases of the implementation were identified based on reading scores. The data indicate a definite trend toward increased student achievement in those classrooms where the innovation had been implemented for a longer time period. (Author/MLF)

ED 192 447 EA 012 940

Malitz, David And Others

Integrating Quantitative and Ethnographic Methods to Describe the Classroom. Report No. 5083.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—74p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Figures may be marginally legible.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Observation Techniques, Elementary Education, *Ethnography, *Research Methodology, *Research Problems, Student Teacher Relationship, *Teacher Behavior

The debate between proponents of ethnographic and quantitative methodology in classroom observation is reviewed, and the respective strengths and weaknesses of the two approaches are discussed. These methodologies are directly compared in a study that conducted simultaneous ethnographic and quantitative observations on nine classrooms. It is concluded that inferences about classroom processes are best made using quantitative methodology, but that ethnography is a very useful adjunct for purposes such as generating hypotheses and pilot testing quantitative instrumentation. (Author)

ED 192 448 EA 012 941

Strategies for Planning Staff Development Programs: A Web of Knowledge.

LaMesa - Spring Valley School District, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—5 May 80

Note—69p.

Available from—Service Center for Staff Development, ESEA - Title IV-C Project, La Mesa-Spring Valley School District, 4750 Date Ave., La Mesa, CA 92041 (\$4.50)

Pub Type—Guides - Non-Classroom (055)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Strategies, Elementary Education, Innovation, *Inservice Teacher Education, *Program Implementation, Records (Forms), *Staff Development, *Teacher Centers, *Teacher Improvement

In 1977, 13 staff development projects were initiated in California under ESEA Title IV-C. The task of each project was to design and implement a unique system for developing a comprehensive staff development program. The materials in this book

describe one of the 13 staff development projects: a "Service Center" for staff development that was established to improve student achievement in the areas of language, reading, and mathematics in grades K-8. The ultimate goal of this project is to plan a total district staff development program that will enable administrators, teachers, instructional aides, and parent volunteers to develop a high degree of specific skills and knowledge in order to increase student academic growth in a climate that promotes learning. In this publication the staff development activities are described, and the staffing patterns and procedures for individualizing instruction are outlined. Required materials and instructions for replicating the project are offered. The appendixes contain project surveys, tests, and forms; and sample newsletters and inservice announcements. (Author/MLF)

ED 192 449 EA 012 942

Katagiri, George

The Experience of One State Agency with the State Consultant Model.

Pub Date—Apr 80

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Elementary Secondary Education, *Information Dissemination, *Research Utilization, *State Departments of Education, State School District Relationship Identifiers—*Northwest Regional Educational Laboratory, Oregon, *State Consultant Model Program

The Research and Development Exchange (RDx) is a network of regional educational laboratories and university-based research and development centers working to support state and local school improvement efforts. Primary recipients of the services of all regional exchanges are dissemination specialists in state education agencies. The Northwest Regional Exchange (NWRx) located at the Northwest Regional Educational Laboratory (NREL) designed the State Consultant Model—a team approach to working, both individually and collectively, with the six state departments of education in its region. This report describes the experience in Oregon with the State Consultant Model. (Author/MLF)

ED 192 450 EA 012 943

George, Archie Rutherford, William

Changes in Concerns About the Innovation Related to Adopter Characteristics, Training Workshops, and the Use of the Innovations.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—20p.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), *Analysis of Covariance, Change Strategies, *Demography, *Educational Change, Elementary Education, *Instructional Innovation, Junior High Schools, *Teacher Behavior

Identifiers—*Concerns Based Adoption Model
This paper reports on more than five years of research on teachers who were engaged in or associated with the process of working on educational change. During this period many variables that may influence individual teacher decisions regarding change were studied. This paper reports findings regarding the apparent influence of these variables on the decisions made regarding change. It also describes the implications of these findings for those responsible for guiding change. (Author)

ED 192 451 EA 012 944

George, Archie A. Hord, Shirley M.

Monitoring Curriculum Implementation: Mapping Teacher Behaviors on a Configuration Continuum.

Pub Date—80

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Figure 3 may not reproduce clearly due to small print of original document.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption (Ideas), *Educational Change, Elementary Secondary Education, *Instructional Innovation, *Interviews, *Mathematics Instruction, *Teacher Behavior
Identifiers—Levels of Use

The Levels of Use (LoU) interview has been developed to study implementation as a dynamic process. This paper focuses on the use of a mathematics skills monitoring system and reports how information collected during the typical LoU interview provided the data for assigning each teacher to a configuration or pattern of use of the monitoring system. The monitoring system and the technical procedures for deriving the configurations from the interview data are reported. The primary objective of the paper is to describe in detail the methods used to discover how teachers were using the program and to cluster the teachers into groups with similar patterns of behaviors. The relationships between teacher behaviors and student achievement illustrate one application of the results of these procedures. (Author/MLF)

ED 192 452 EA 012 945

Assessment of the Neighborhood School Councils and Other Organized School/Community Groups, September 1979 Through April 1980. District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date—Jun 80

Note—74p. Some figures and appendixes may not reproduce clearly due to small or broken print of original document.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Citizens Councils, Elementary Secondary Education, *Group Structure, *Neighborhood Schools, *Organizations (Groups), *School Community Relationship

One hundred eighty-two schools (94 percent) responded to the survey of organized school-community groups. The survey instrument consisted of five questions in relation to four specified school groups (Neighborhood School Council, Parent-Teacher Association, Home and School Association, and Local School Board) although other groups could be added. The questions concerned group establishment, membership, election procedures, operation, and advice given to the local school administrator. Responses are shown in the form of tables and graphs by school level. Most schools indicated that the groups had improved the educational program, and done this, for the most part, through financial support and volunteer services. The majority of the responses showed that the groups provided an opportunity for involvement of the local school community in decision-making and improved communication between school and community. The main reasons given for not providing an opportunity for involvement and/or improving communication were the lack of interest and participation and the inactivity of the groups. (Author/MLF)

ED 192 453 EA 012 946

Clements, Richard O. And Others
The Accuracy of Students' Perceptions of Themselves and Their Classroom. Report No. 5062.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—22p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Not available in paper copy due to broken print of original document.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Ability, *Class Organization, *Classroom Environment, Ethnography, Grade 2, *Perception, Primary Education, Reading Instruction, *Self Concept, *Student Attitudes, *Student Teacher Relationship

A student interview was administered to second grade students to determine how accurately they perceived their class environment. Three areas investigated were differential treatment of students by the teacher, the organization and management of the classroom, and students' self-rated ability. Ethnographic reports, teacher interviews and student outcome data were used to verify the students' responses. The students accurately reported differen-

tial teacher behavior and the organization and management of the classroom, but inconsistencies were found between the students' self-rated ability and the ability level of their reading groups. (Author)

ED 192 454 EA 012 947

Denham, Carolyn, Ed. Lieberman, Ann, Ed.

Time to Learn. A Review of the Beginning Teacher Evaluation Study.

California State Commission for Teacher Preparation and Licensing, Sacramento.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 80

Note—251p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, Grade 2, Grade 5, *Mathematics Instruction, *Reading Instruction, *Teacher Behavior, *Teacher Effectiveness, Teacher Evaluation, *Time Factors (Learning)
Identifiers—*Academic Learning Time

This volume describes the process, findings, and implications of a complex research project known as the Beginning Teacher Evaluation Study (BTES). A major contribution of the study is its focus on Academic Learning Time (ALT) as a measure of learning. ALT is the amount of time a student spends engaged in academic tasks of appropriate difficulty. The study began as a search for information on which to base policy decisions regarding desirable competencies for beginning teachers. For a variety of reasons the study began to focus on second- and fifth-grade mathematics and reading and on experienced, rather than beginning, teachers. The book is divided into three parts with 14 chapters, each by a different author or group of authors. The first describes and analyzes the findings of the study and connects them to a growing body of literature on the importance of time as a key influence on learning. The second explores what the study might mean to teacher educators, staff developers, teachers, and principals. The third section moves the research findings into the schools; a teacher and a principal describe how they use the findings. In addition, policy-making and dissemination are discussed as two essential concerns of large-scale research on teaching and learning, such as the BTES. (Author/MLF)

ED 192 455 EA 012 948

Jeter, Jan, Ed.

Approaches to Individualized Education.

Association for Supervision and Curriculum Development, Alexandria, Va.

Pub Date—80

Note—88p.

Available from—Association for Supervision and Curriculum Development, 225 North Washington St., Alexandria, VA 22314 (Stock No. 611-80204; \$4.75)

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Elementary Education, *Individualized Education Programs, *Individualized Instruction, *Student Needs, *Student Teacher Relationship

The intent of this booklet is to stimulate interest in individualized education, to promote study of it, and to encourage educators to experiment with the ideas in ways appropriate to their local situations. Chapter 1 analyzes the concept of individualization. The chapter includes paradigms that may be helpful for examining some of the current programs in use. Chapter 2 treats administrative arrangements, curriculum materials, and delivery systems for selected comprehensive systems of individualization. Chapter 3 draws on research and evaluation studies to answer the question "What do we know about individualization that can guide practice in schools?" The fourth chapter offers suggestions to principals and teachers for individualizing instruction in their own schools, and an epilog stresses the need for teachers to expand their abilities to respond to the needs of learners. (Author/MLF)

ED 192 456

EA 012 949

Abrams, Peter W. And Others

Concepts of School Effectiveness as Derived from Research Strategies: Differences in the Findings.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 79

Grant—NE-6-00-3-0214

Note—50p. Tables may not reproduce clearly due to small print of original document.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Concept Formation, Data Analysis, Data Collection, *Educational Assessment, Elementary Secondary Education, Equal Education, *Evaluation Methods, Family Environment, Models, Predictor Variables, *Research Methodology, *Research Problems, Resource Allocation, Statistical Analysis, Student Characteristics, *Student School Relationship
Identifiers—*Coleman Report, *School Effectiveness

The methodological parameters of evaluative research studies help to identify a conceptualization of the phenomenon under investigation. Holistic critiques that identify the conceptual models under which the research was conducted shed light on the validity of the disparate inferences made from a number of studies of schools and school effectiveness. This paper attempts such a critique of studies of school effectiveness in general, and the 1966 "Equality of Educational Opportunity Survey" by Coleman and others in particular. A table presents a brief overview of three studies of school effectiveness. Differences in the methodological parameters (data analysis strategy, stratification levels, level of data aggregation, and selection of independent and dependent variables) and the impact of these differences on conclusions about school effectiveness are identified and discussed. It is important that discussion of the methodological parameters characterizing varied research studies be put in a more general, conceptual framework, so that the model of schooling being examined by different researchers can be identified and critiqued. (Author/MLF)

ED 192 457

EA 012 950

Olinas, Michael A.

Birth of a Coordinating Agency: The Establishment of the Ohio Board of Regents.

Pub Date—8 Apr 80

Note—63p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Figures and appendixes may not reproduce clearly due to broken print of original document.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Agency Cooperation, Governing Boards, Higher Education, *History, *Models, *Organizational Climate, Organizations (Groups), *Policy Formation, State Colleges, State Universities

Identifiers—*Ohio Board of Regents

The Ohio Board of Regents was established as a mechanism to coordinate the growth of higher education institutions in Ohio during the period when enrollments in K-12 school systems suggested large increases in college attendance. During the 1960s 23 states took similar actions to centralize state authority to coordinate or govern higher education. Ohio legislators were influenced by internal political circumstances as well as by external (federal and regional) considerations; these included interinstitutional rivalries, a gubernatorial election campaign, consultants' recommendations, and federal educational program directions. The agenda-building model makes clearer the diverse activities spread over 10 years. (Author)

ED 192 458

EA 012 959

Sorenson, Gail Paulus

Intellectual Freedom in the Public Schools: An Assessment of "Tinker" and Its Progeny, 1969-1979.

Pub Date—Sep 80

Note—210p. Ed.D. Dissertation, University of Massachusetts.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Academic Freedom, Censorship, *Civil Liberties, Court Litigation, *Court Role, *Freedom of Speech, School Newspapers, School Responsibility, School Role, Student Publications, *Student Rights, Teachers
 Identifiers—*Intellectual Freedom, Teacher Rights, *Tinker v. Des Moines Independent School District

In 1969, in "Tinker v. Des Moines," the Supreme Court declared that both students and teachers were entitled to exercise their constitutional rights while in school. The purpose of this dissertation was to discover whether the propositions and the philosophy of "Tinker" have been used by state and federal courts to support intellectual freedom in the schools. The first two chapters survey various interpretations of the purpose and importance of free speech and examine the importance of intellectual freedom for education in a democratic society. Against this background, cases involving issues of intellectual freedom for teachers and students in public schools are then analyzed. Consideration is given to how the courts have balanced the preferred right of free speech with the unique needs and purposes of public schools. It is concluded that the major importance of the Tinker case has been its recognition and reassertion of a philosophy that respects children's individuality and uniqueness. Judging from the relevant cases reported between 1969 and 1979, the degree of support that intellectual freedom has been given by the courts does not appear outstanding. (Author/JM)

ED 192 459 EA 012 960

Hunter, Susanne M.

Evaluation of the Leadership Development Program 1978-79. A Report to the Coordinating Committee for the Leadership Development Program. Research Report 79-02.

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.
 Pub Date—May 79

Note—75p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Faculty Development, Inservice Education, *Leadership Training, Participant Satisfaction, Participation, Program Evaluation, *Staff Development, Teacher Participation

The Leadership Development Program (L.D.P.) was begun in 1978-79 by the Vancouver (British Columbia) School Board to provide leadership development opportunities for educators who aspire to or show potential for leadership. This evaluation was undertaken through questionnaires assessing participant opinions of the general value of the program and the success of the program in meeting its objectives. All four of the key elements of the program were achieved: it was open to all interested educators, participation was self-initiated, the program was developed from the needs of potential participants, and participants attended only those sessions of interest to them. Four of the seven major objectives of the program were realized. It provided participants opportunities to become aware of themselves as educational leaders, to develop and refine personal and professional goals, to become knowledgeable about educational management, and to become increasingly effective at working with others. Furthermore, 88 percent of the participants reported acquiring useful skills and knowledge. Almost all participants rated the general value of the L.D.P. highly and felt the workshops were worth repeating. Topics suggested for future workshops included time management, communications skills, and stress management. Suggestions for future meetings included more practical courses, fewer informational sessions and more skill development sessions. (JM)

ED 192 460 EA 012 961

Hunter, Susanne M.

Evaluation of the Extra Administrative Assistance Given the Four Largest Secondary Schools in Vancouver. Section A. Research Report 79-01.

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.
 Pub Date—Mar 79

Note—26p.

Pub Type—Reports - Evaluative (142) — Tests, Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Change, Administrative Organization, Administrator Attitudes, Administrator Role, Administrators, *Assistant Principals, *Educational Administration, Management Development, Organizational Development, *Organizational Effectiveness, Questionnaires, Secondary Education
 Identifiers—*Vancouver Board of School Trustees BC

In March, 1977, the Vancouver, British Columbia, Board of Trustees responded to a need for administrative assistance in its four largest secondary schools by appointing Vice-Principal Interns in two schools, a Vice-Principal for Curriculum in a third school, and a School Business Assistant in the fourth. These two-year appointments were evaluated at the end of the second year to determine their effect and the implications for the schools of discontinuing the assistance. Staff members, administrators, educational specialists, students, parents, and teachers were surveyed in one or more of the schools affected. Results indicated that the assistance provided by the new personnel permitted regular administrators to make better use of their time; made task distribution and work loads more equitable for all administrators; allowed smoother operation; and improved communication between administrators, staff, students, and teachers. It was believed by those surveyed that discontinuation of the program would be detrimental on nearly all counts. Training offered the interns was regarded as valuable and effectively designed. Survey respondents also suggested means of improving the roles of the assistant administrators and outlined criteria for determining when secondary schools need assistance. Sample questionnaires constitute an appendix to this report. (Author/PGD)

ED 192 461 EA 012 962

Kettle, Helen

A Documentation of the Activities and Functioning of the School Consultative Committees in Vancouver Schools. Research Report 80-03.

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.
 Pub Date—Mar 80

Note—56p. Some pages may not reproduce clearly due to broken print of original document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, *Advisory Committees, Decision Making, Elementary Secondary Education, Group Dynamics, *Parent Participation, Parent Role, *Parent School Relationship, Policy Formation, Questionnaires, School Policy Identifiers—*Vancouver Board of School Trustees BC

In 1975 the Vancouver, British Columbia, Board of School Trustees established School Consultative Committees (SCCs). These advisory committees were designed to allow parents to participate in the decision-making process at the local school level. An analysis of the minutes of meetings of twelve of these SCCs (eight elementary and four secondary) during the 1979-1980 school year and of responses of committee members to questions regarding the role and aims of SCCs provided information on exactly what SCCs do once they are well established and what difficulties they face. Members felt the SCC role was primarily advisory, but the minutes indicated that SCCs received information, dealt with requests, and participated in discussions while only rarely making advisory suggestions or recommendations. The principal's role in establishing and maintaining the SCC was shown to be very important, while readiness of parents to participate was identified as a major problem. Suggestions were made for encouraging participation, particularly among parents for whom English was a second language. This report includes as appendixes summaries of SCC members' responses to the specific questions asked during interviews. (Author/PGD)

ED 192 462 EA 012 982

Thompson, John C. III

On Models of Supervision in General and on Peer-Clinical Supervision in Particular.

Pub Date—Oct 79

Note—11p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Instructional Improvement, *Peer Evaluation, Professional Recognition, *School Supervision,

Teacher Attitudes, Teacher Participation, *Teacher Supervision, Teaching (Occupation)
 Identifiers—*Clinical Supervision, *Peer Supervision

The purpose of this paper is to show why teacher professionalism dictates a new posture on supervision, to suggest criteria for selecting models of supervision, and to urge further research on one model of supervision that appears promising for preservice and inservice teaching. Teachers have long struggled to be recognized as professional and to achieve autonomy. This desire for professionalism suggests criteria for the selection of teacher supervision models. The model must be based on a sound theory of education, must provide teachers with latitude for decision-making, must be congruous with professional treatment of teachers, must be acceptable to those receiving supervision, must be feasible for inservice and not just preservice teachers, and must be supported by the results of research. There appears to be growing support for clinical supervision although it is lengthy, demanding, and expensive. Collegial supervision has the same problems. A model of supervision that appears realistic is "peer supervision," a model that supplements the existing supervision program by using fellow teachers to observe, provide feedback, and interact with other teachers. This model meets all criteria for a teacher selection model except one: because it is new, it does not yet have the support of research efforts. (Author/JM)

ED 192 463 EA 012 983

Spady, William G. Mitchell, Douglas E.

Using Public Performance Standards to Redefine the Games of Power, Legitimacy and Secrecy in Schools.

Pub Date—Mar 80

Note—23p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competency Based Education, Curriculum, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Graduation Requirements, School Role, *Student Certification, *Student Evaluation, *Student Teacher Relationship, *Teacher Influence, *Teacher Role

The demand for competency based education reflects a desire for more public, consistent, and objective standards of student assessment. This demand implies a change in the definition and interrelations among four operational functions of the school: instruction, acculturation, supervision, and certification. The institution of externally referenced performance standards also interferes with the current teacher-centered mechanisms for gaining student compliance in four ways. It violates the beliefs that teachers alone have the right to set evaluation standards for students. Second, it changes the role of teachers from judge to facilitator. Third, it forces a shift toward more interaction among teachers. Finally, teacher power over students, formerly based on their monopoly over evaluation and certification, will be replaced by opportunities to work with students on common goals. This potential loss of power is seen as a major source of resistance to any change in ground rules for student evaluation. Nevertheless, one can anticipate an improvement in both learning climates and incentives for success as standards become more visible and clearly defined. (Author/JM)

ED 192 464 EA 012 984

McDonnell, Lorraine M. McLaughlin, Milbrey W.
Program Consolidation and the State Role in ESEA Title IV.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW).

Washington, D.C.

Report No.—Rand-R-2531-HEW

Pub Date—Apr 80

Contract—300-76-0311; 300-77-0515

Note—133p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, *Cooperative Programs, *Coordination, Federal Programs, *Federal State Relationship, Financial Support, Government Role, *Government School Relationship, Program Administration, Program De-

scriptions. State Agencies, Surveys
Identifiers—*Elementary Secondary Education
Act Title IV

Title IV represents the first consolidation of federal education programs. It funds a wide range of items, from school library acquisitions to innovative projects on art education and teenage pregnancy. The major objectives of this study were to describe how the Title IV program operates in states and local school districts; to assess Title IV as an example of a consolidated program strategy; and to use Title IV as a basis for understanding the role of the states in implementing federal education policy. Data sources include a survey of Title IV program officials and state advisory council members in 50 states, surveys of public and nonpublic school officials in about 600 local districts, and fieldwork in eight state departments of education and 24 school districts. The study supports the following general conclusions about Title IV: (1) Title IV is a popular, well-run program that is praised for its flexibility and ease of administration. (2) Title IV did not result in consolidated management of former categorical programs. (3) States and local school districts vary in the substance, management, and quality of Title IV-B and Title IV-C activities. (4) Small IV-B and IV-C grants can induce substantial improvement in local practices. (5) Title IV participation of eligible nonpublic school students is uneven. (Author/JM)

ED 192 465

EA 012 991

Berger, Margaret A.

Litigation on Behalf of Women. A Review.

Ford Foundation. New York, N.Y.

Report No.—ISBN-0-916584-15-1

Pub Date—May 80

Note—75p.

Available from—Ford Foundation, 320 East 43rd St., New York, NY 10017 (\$4.50)

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Compliance (Legal). *Court Litigation. Elementary Secondary Education. *Equal Education. *Equal Opportunities (Jobs). Federal Legislation. *Females. *Feminism. Higher Education. Judges. Legal Problems. Sex Bias. *Sex Discrimination. Sex Fairness. Sex Role. Sex Stereotypes

This report seeks to answer two questions: (1) What has been the impact of litigation, and especially Ford Foundation supported litigation, on the women's rights movement? (2) How effective is litigation as a tool in promoting equality for women? The analyses, conclusions, and recommendations are based on interviews with the Ford grantees and other experts on women's rights, and examination of judicial opinions, and legal and social science literature concerned with women's rights. The report begins by looking at the historical context in which the women's rights litigation effort evolved, and then analyzes the existing economic data to see if any objective changes have occurred. Key litigated issues are examined to separate hopes from realities, and to determine whether there has been a pattern to the victories and defeats, and whether there has been an overall net gain or loss. Finally, some conclusions are offered on the litigators' achievements and an assessment of whether or not there is cause for disenchantment. Recommendations are then offered as to how litigation should be structured in the future in order to take advantage of the lessons of the past. (Author/MLF)

ED 192 466

EA 013 086

Boruch, Robert F. Cordray, David S.

An Appraisal of Educational Program Evaluations:

Federal, State, and Local Agencies.

Northwestern Univ., Evanston, Ill.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—30 Jun 80

Contract—300-79-0467

Note—419p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Elementary Secondary Education. *Evaluation Criteria. *Evaluation Methods. Federal Aid. *Federal Programs. *Federal Regulation. Government (Administrative Body). Government Role. *Program Evaluation. School Districts. State Departments of Education
This report concerns evaluation of federally sup-

ported educational programs at the national, state, and local levels. It was undertaken in response to Section 1526 of the Education Amendments of 1978, which requires that the Commissioner of Education conduct a comprehensive study of evaluation practices and procedures. Two broad sources of information were used: contemporary research and development by other researchers, and direct investigations by the project staff. Introductory material is presented in the first chapter. Chapter 2 considers the rationale, evidence, and opinion bearing on why evaluations are done; the confusion and argument engendered by general demands for evaluation; and the audiences to whom evaluations are addressed. Chapter 3 addresses the question of how evaluations are executed. Chapter 4 covers the organization of evaluations and the capabilities of evaluators, and chapter 5 considers quality of evaluations. The way evaluation results are used is considered in chapter 6, and case studies on the use of evaluative information are included. Chapter 7 covers recommendations. An extensive bibliography concludes the report. Legislative and management background, and research strategies are contained in the appendixes. (Author/MLF)

EC

ED 192 467

EC 111 447

Dockrell, W. B., Ed. And Others

Special Education in Scotland.

Scottish Council for Research in Education.

Report No.—ISBN-0-901116-11-4

Pub Date—78

Note—141p.

Available from—The Scottish Council for Research in Education, 15 St John St., Edinburgh EH8 8JR

Scotland (2.50 pounds)

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities. *Educational History. *Educational Trends, Foreign Countries. *Special Education

Identifiers—*Scotland

Fourteen papers by educators, psychologists, and government officials address the history and current trends in special education in Scotland. Papers consider the following topics: the development of special education in Scotland since 1950, integration of secondary mentally handicapped students, the education of maladjusted children, teacher education, parental involvement, Scottish research, curriculum development, school medical officers, and future developments. (CL)

ED 192 468

EC 130 116

Egelston-Dodd, Judy, Ed.

Trainer's Manual: Career Education/Planning

Skills.

Model Secondary School for the Deaf, Washington, D.C.; Rochester Inst. of Tech., N.Y.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—80

Note—477p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC20 Plus Postage.

Descriptors—Career Development. *Career Education. Elementary Secondary Education. *Hearing Impairments. Inservice Education. *Program Development. *Program Implementation. *Workshops

The document provides guidelines for conducting a workshop for administrators, teachers, and counselors on career education for the hearing impaired student in grades K through 12. Initial chapters address the history and purpose of the workshop; concept outline; instructions for using the manual; selection, registration, and preworkshop orientation of participants; workshop facilities preparation; and preparation of the trainer. The bulk of the document contains 18 modules, each with strategies designed to be implemented in 45 minutes (except for two 90 minute modules). Each module begins with statements of the trainer goal, learner outcomes, and advance preparation procedures; followed by an outline of materials/resources needed with concepts covered; module procedures (including time, a code for visuals to be used, and trainer narrative); and a concept outline. Modules cover such topics as self awareness as the basis for career development, decision making techniques, and technical assistance resources. A supplementary

section provides additional instructions for each module; and appendixes contain orientation materials, transparency masters, and a summary outline of the delivery skills workshop. (SBH)

ED 192 469

EC 130 118

Varvarin, Dora S. Campbell, Paul B.

An Operational Definition of Learning Disability

and its Application to a Study of Juvenile Delinquents.

Educational Testing Service, Princeton, N.J.

Pub Date—7 Apr 80

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents. *Definitions. *Delinquency. Exceptional Child Research. *Learning Disabilities

The paper reviews various types of definitions of learning disabilities and presents the specific operational definition that was used in a study involving 1,105 adolescents on the relationship between learning disability and juvenile delinquency. The definition of learning disability is analyzed in terms of its principal components, types of approaches used, and varying levels of conceptualization. The fundamental presumptions of the definition are discussed in terms of the variability in their interpretation. The central cause of the learning problem is then examined, the focus being placed on the variance in the types of areas stressed and the levels of conceptualization used to describe the nature of the cause. Various modes of classification are presented and exemplified in different remedial approaches. Against this background, the authors present the operational definition that was used in the study on learning disability and juvenile delinquency. First, the conditions under which data collection took place are discussed and the test data used in the study are presented. The paper then attempts to answer a series of questions using the data. Questions are directed toward analyzing how the measurement of the concept worked. Various factor analytic and correlation studies are discussed. (Author/SBH)

ED 192 470

EC 130 119

Campbell, Paul B.

Toward a Definition of Learning Disability.

Educational Testing Service, Princeton, N.J.

Pub Date—7 Apr 80

Note—27p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Clinical Diagnosis. *Definitions. *Etiology. Handicap Identification. *Learning Disabilities. *Neurology. *Theories

The paper summarizes several approaches to the identification of learning disability and then discusses the nature of learning disability in the context of competing hypotheses as possible explanations of insufficient or unsatisfactory achievement. Because learning disability may only be inferred as a cause of unsatisfactory learning, the information requirements of adequate diagnosis are postulated, and a researchable theoretical network of relationships is presented. Learning disability is seen as a breakdown either in the neurological process or a result of some physically damaging event or situation, or as an impairment of mental functioning as a result of a profound deprivation of stimulating environment. The latter alternative is seen to be highly speculative, but to afford a possible explanation of cases of disability which do not show signs of neurological impairment. The complexity of learning disability is recognized by this approach and suggestions are made for studying the phenomenon. (Author/SBH)

ED 192 471

EC 130 123

Sherbenou, Rita J. McGuigan, Corrine A.

The Effects of Student Assistants on the Implementation of Individual Education Programs.

Final Report.

Idaho Univ., Moscow.

Spons Agency—Bureau of Education for the Hand-

icapped (DHEW/OE), Washington, D.C.

Bureau No.—443AH80006

Pub Date—Apr 79

Contract—G007800001

Note—204p. Best available copy.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Case Studies, *Disabilities, Elementary Education, Exceptional Child Research, Generalization, *Individualized Education Programs, Kindergarten, *Mainstreaming, *Mild Mental Retardation, *Peer Teaching

Two research studies (the first involving five mildly mentally handicapped kindergarteners, the second, twelve elementary aged handicapped children) were conducted to examine the effects of peer teachers on the implementation of individual education programs and to determine whether the skills learned in one educational setting would generalize to a second educational setting. In Study Series I were mainstreamed into the regular classroom and taught letter recognition by kindergarten children from the peer group. Results indicated that handicapped children could make significant progress when given additional help from peer teachers utilizing the instructional implementation plans. Further, it was concluded that the skills learned in the regular class setting generalized to the special class setting. Twelve case studies in Study Series II were used to examine teacher-to-student instruction versus student-to-student instruction in the regular classroom. The results indicated no consistent or definitive differences between teacher and student instruction on either correct or error responses. Graphic illustrations present statistical data from the studies. (Author/SBH)

ED 192 472 EC 130 124

Barrick, Stanley W. And Others

Report on the District-Wide Interviews in Special Education: Teacher Satisfaction, Student Integration, and Student Satisfaction, Spring 1978.

San Juan Unified School District, Carmichael, Calif. Pub Date—78

Note—75p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Exceptional Child Research, *Mainstreaming, Peer Acceptance, Questionnaires, *Student Attitudes, Student Placement, *Teacher Attitudes

Over 200 interviews were conducted with students and teachers at the elementary, intermediate, and high school levels to investigate satisfaction with the San Juan School District (California) Master Plan, suggestions for the improvement of services, and satisfaction with the integration of the special education students. Teachers were generally satisfied with the Master Plan and saw improvements in parental involvement, the individualized teaching style, and student self concepts. Factors responsible for unsuccessful cases were reported as class behavior problems, motivation problems, and attendance problems. Integration of the learning development class (LDC) was less successful than the integration of the resource specialist class (RSP) student. Among findings related to integration were the following: the LDC student was usually integrated for physical education; at nearly all levels more RSP students than LDC students said they had friends in the regular classes; approximately half of the LDC students said most of their friends were in the LDC room; the use of labels appeared to be at a minimum; the stigma that the students attached to special education appeared to be at a minimum, except for the intermediate LDC student; the special education students generally agreed that they were being helped; and the RSP and high school LDC students were satisfied with their placement, but nearly half of the elementary LDC students and nearly three fourths of the intermediate LDC students did not agree with their placement. Sample questionnaires are appended. (Author/SBH)

ED 192 473 EC 130 125

Pancella, John R. And Others

Gifted Science Project In-Service Manual. Second Tryout Edition.

Montgomery County Public Schools, Rockville, Md.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Pub Date—Sep 79

Note—90p.

Pub Type—Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—County School Districts, Elementary Secondary Education, *Gifted, *Information Dissemination, Program Descriptions, *Resource Materials, *Science Course Improvement Projects, *Science Education

Identifiers—*Gifted Science Project Resource File, *Maryland (Montgomery County)

The manual explains the use of the Gifted Science Project Resource File. The file is designed to identify science resources for third through eighth grade gifted students and their teachers. The resources are matched with the objectives of the Montgomery County (MD) schools "Program of Studies." Sections outline the project calendar, list the participating schools, describe the format of the resource file, and outline steps in the use of the file (such as selection of students and student science interest). Examples illustrate how to select a resource and arrange for its use by a student. Samples of the evaluation reports and project letters are appended. (PHR)

ED 192 474 EC 130 126

Gendreau, Joan C. And Others

Screening Manual: A Project APT Resource Manual.

Fairfax County Schools, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-77-0256

Note—74p.; For related material, see EC 130 127-131.

Pub Type—Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Auditory Tests, Behavior Rating Scales, Check Lists, Cognitive Tests, *Educational Diagnosis, Elementary Secondary Education, Family Environment, Individualized Education Programs, *Multiple Disabilities, Parent School Relationship, Physical Examinations, Resource Materials, *Screening Tests, *Severe Mental Retardation, Verbal Tests, Vision Tests

Identifiers—*Project APT

One of a series of materials developed by Project APT (Administrators, Parents, and Teachers/Assessment, Programming, and Training), a program designed to foster home/school coordination in educational planning and program implementation for severely mentally retarded and/or multiply handicapped students; the booklet provides five screening tools in the areas of hearing, vision, physical function (for both ambulatory and nonambulatory students), oral motor, and maladaptive behavior. For each of these areas, instructions for the use of the form, the actual form, and a statement of educational implications resulting from the screening are included. An introductory section outlines each screening instrument, surveys information needed in the assessment process, describes the intake procedure, and provides the screening summary form. Two other sections present a Cognition Checklist (for brief educational assessment) and a Home Information Questionnaire (which gathers information from parents). (PHR)

ED 192 475 EC 130 127

Gendreau, Joan C. Comp. And Others

Developmental Achievement Wheel: A Project APT Assessment Manual.

Fairfax County Schools, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—300-77-0256

Note—51p.; For related material, see EC 130 126-131.

Pub Type—Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, Cognitive Measurement, Daily Living Skills, Early Childhood Education, *Educational Diagnosis, Interpersonal Competence, Language Acquisition, *Multiple Disabilities, Psychomotor Skills, Resource Materials, *Severe Mental Retardation

Identifiers—*Developmental Assessment Wheel, *Project APT

One of a series of materials developed by Project APT (Administrators, Parents, and Teachers/Assessment, Programming, and Training), a program designed to foster home/school coordination in educational planning and program implementation for severely mentally retarded and/or multiply

handicapped students; the booklet provides the Developmental Achievement Wheel, an instrument designed to assess the functional level of multiply handicapped students. The wheel format gives an overview of the student's performance in the following six areas—cognition, language, gross motor, fine motor, self help, and socialization. Made up of five concentric rings (0 to 6 months, 6 months to 1 year, 1 to 2 years, 2 to 4 years, and 4 to 6 years) the wheel permits the recording of past, present, and future levels of performance with the use of developmental milestones. Suggested equipment to be used in each area at each age level is listed and the assessment instrument worksheet is included. (PHR)

ED 192 476 EC 130 128

Gendreau, Joan C. And Others

Making Mealtime Manageable: A Project APT Resource Manual.

Fairfax County Schools, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-77-0256

Note—19p.; For related material, see EC 130 126-131.

Pub Type—Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Daily Living Skills, Eating Habits, *Evaluation Methods, *Multiple Disabilities, Resource Materials, Self Care Skills, *Severe Mental Retardation, *Training Methods

Identifiers—*Project APT

One of a series of materials developed by Project APT (Administrators, Parents, and Teachers/Assessment, Programming, and Training), a program designed to foster home/school coordination in educational planning and program implementation for severely mentally retarded and/or multiply handicapped students; the booklet provides techniques for the assessment and management of behavior during school meals. Eating skills are divided into four levels and a chart indicates the functioning level, positioning requirements, adaptive equipment needs, food preparation considerations, and training strategies for each level. Environmental considerations, such as room temperature, are discussed as are the materials to have available. Brief guidelines for the management of mealtimes are provided. A list of 16 publishers and equipment suppliers specializing in information and materials for the management of meals and the evaluation forms for the four levels are included. (PHR)

ED 192 477 EC 130 129

Gendreau, Joan C. And Others

Adaptive Equipment: A Project APT Resource Manual.

Fairfax County Schools, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-77-0256

Note—28p.; For related material, see EC 130 126-131.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Equipment, *Mobility Aids, *Multiple Disabilities, *Physical Disabilities, Physical Mobility, Resource Materials, *Severe Mental Retardation, *Wheel Chairs

Identifiers—*Project APT

One of a series of materials developed by Project APT (Administrators, Parents, and Teachers/Assessment, Programming, and Training), a program designed to foster home/school coordination in educational planning and program implementation for severely mentally retarded and/or multiply handicapped students; the booklet provides information on adaptive equipment for physically handicapped students. Sections describe adaptive equipment, such as bolsters and mats; offer general guidelines for the selection and use of wheelchairs; and list 13 books and publications on adaptive equipment (how to make it and where to buy it) as well as a list of 11 manufacturers who publish catalogs. (PHR)

ED 192 478

EC 130 130

Gendreau, Joan C. And Others

Lifting and Transferring Made Easy: A Project APT Resource Manual.

Fairfax County Schools, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-77-0256

Note—24p.; For related material, see EC 130 126-131.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education.

*Exercise, Guidelines. *Human Body. *Lifting.

*Multiple Disabilities. *Physical Disabilities. Resource Materials. *Safety. Wheel Chairs

Identifiers—*Project APT

One of a series of materials developed by Project APT (Administrators, Parents, and Teachers/Assessment, Programming, and Training), a program designed to foster home/school coordination in educational planning and program implementation for severely mentally retarded and/or multiply handicapped students; the booklet focuses on lifting and transferring techniques for use with physically handicapped students. Section 1 describes body mechanics and safety techniques such as methods of reaching and pushing and pulling. Exercises for developing better posture are discussed in Section 2. Methods of lifting, carrying, and transferring students, emphasizing alternatives for use with cerebral palsied children and wheelchair transfers, are outlined in the third section. A short list of addresses for further information is included. (PHR)

ED 192 479

EC 130 131

Gendreau, Joan C. And Others

Preventive Planning for Behavior Control: A Project APT Resource Manual.

Fairfax County Schools, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—80

Contract—300-77-0256

Note—20p.; For related material, see EC 130 126-130.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change. *Behavior

Modification. *Contingency Management. Elementary Secondary Education. Guidelines. *Multiple Disabilities. *Prevention. Resource

Materials. *Severe Mental Retardation

Identifiers—*Project APT

One of a series of materials developed by Project APT (Administrators, Parents, and Teachers/Assessment, Programming, and Training), a program designed to foster home/school coordination in educational planning and program implementation for severely mentally retarded and/or multiply handicapped students; the booklet focuses on techniques for behavior control. Among the 13 strategies discussed are planned ignoring, proximity control, interest boosting, use of humor as a release, removal of seductive objects, and separation of agitators. A 24 item bibliography is included. (PHR)

ED 192 480

EC 130 132

Wolf, Willavene Shigaki, Irene S.

Conditional Logic of Young Gifted Children.

New York Univ., N.Y.

Pub Date—Mar 78

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (March, 1980). The research was supported by a small grant from the Dean's Development Fund of the School of Education, Health, Nursing and Arts Professions at New York University.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Concept Formation. Elementary Education. *Gifted. *Learning Theories. *Logical Thinking

Identifiers—*Conditional Logic

To test the hypotheses that gifted Ss will be better able to supply missing conclusions to conditional syllogisms as a factor of maturation and that the hierarchy of difficulty in supplying conclusions will be from affirming the antecedent and denying the consequent, to linear transitivity to nonlinear transitivity, and finally to conditional chains; 160 gifted children (ages 4 to 12) were studied. Findings vali-

dated both hypotheses. There was a developmental pattern in the ability to supply the missing conclusions, with an increase noted at each age level until age 9 when ability leveled off until age 11. The hierarchy existed, but was clustered into two groups (one the first two principles, the other the last three) with conditional chains by far the hardest principle for the Ss to grasp. (PHR)

ED 192 481

EC 130 133

Jaben, Twila H.

The Impact of Creativity Training on Learning Disabled Students' Creative Thinking Abilities and Problem-Solving Skills.

Pub Date—Apr 80

Note—10p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session A-10).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Development. *Creativity.

Intermediate Grades. *Learning Disabilities.

*Problem Solving. *Skill Development

The study investigated the impact of participation in a creativity instructional program on measures of creative thinking and problem solving with 49 learning disabled intermediate level students and a control group of 24 nondisabled students. The Purdue Creative Training Program was used as the independent variable. Analysis of verbal fluency, verbal flexibility, and total verbal creativity revealed the experimental group to be significantly higher in posttest scores than control Ss. Among seven implications for further research were the need to conduct longitudinal studies on the efficacy of creativity training with learning disabled students and to extend the training to different problem solving criteria. (PHR)

ED 192 482

EC 130 134

McCormick, Jeryl

Strategies for the Implementation of Technical Aids with Physically Handicapped Children.

Pub Date—Apr 80

Note—12p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-66).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills. *Electromechanical Aids. Electronic Equipment. *Mobility

Aids. *Physical Disabilities. Physical Mobility.

Program Descriptions. *Severe Disabilities. Skill

Development. *Special Health Problems

Identifiers—*Project TEACH

The paper describes Project TEACH (Technical Educational Aids for Children with Handicaps), a program at the Shrine School which is designed to meet the needs of physically handicapped and health impaired children. The program emphasizes the use of specialized equipment with the severely physically handicapped children at the school. The need for adequate physical management is stressed as is the importance of such aspects as proper seating and the use of powered equipment which is considered invaluable when it increases mobility. The communication needs of this population are discussed. The educational program is outlined, including the academic, vocational, and developmental aspects. It is explained that the project has five children in each of the three educational program areas who each receive individualized programs using equipment tailored to their special needs. (PHR)

ED 192 483

EC 130 135

Scholl, Geraldine T.

Self Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils: A Guide for Program Improvement.

Council for Exceptional Children, Reston, Va. Spons Agency—Indiana Univ., Bloomington.

School of Education, Center for Invention and Development; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-86586-111-0

Pub Date—80

Note—96p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$14.50)

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accreditation (Institutions). Delivery Systems. Elementary Secondary Education. *Program Evaluation. *Self Evaluation (Groups). Teaching Methods. *Visual Impairments

The guidelines are intended as a self evaluation and to improve K through 12 educational programs for visually handicapped students. Five options for the use of the guide (including as a self study instrument for a day school program following the intensive accreditation model but not applying for accreditation or as a supplement to the self study instruments required by the regional accrediting agencies for the accreditation of a school) are considered. Questions are posed for self evaluation in the following areas: philosophy and objectives, program and community profile, the plan for learning experiences, instructional areas offered to all pupils, special instructional areas and techniques, and nonacademic areas. A final section provides a mechanism for summarizing the results of the total self study. (CL)

ED 192 484

EC 130 143

Garland, Corinne W.

Skills Inventory for Teachers (SIFT).

Child Development Resources, Williamsburg, Va. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Dec 78

Grant—G007803109

Note—56p.

Available from—Child Development Resources, P.O. Box 299, Lightfoot, VA 23090 (\$3.25)

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Check Lists. Consultants. *Disabilities. Early Childhood Education. *Home Programs. Individualized Instruction. Parent Education. Staff Development. Student Placement. *Teaching Skills

The guide lists behaviors and skills needed by persons who work as teachers with very young handicapped children and their families. It is explained that ratings may be completed by self, peer, or supervisor. Skills are listed in 11 areas: referral, intake, and screening; determining child placement; interdisciplinary assessment; interdisciplinary setting; planning the individualized developmental plan; developing teaching skills in parents (caretakers); individualizing instruction; managing child progress data; consulting; staff development; and generic skills. Methods for determining training needs based on results of the guide are described. (CL)

ED 192 485

EC 130 144

Waltrip, Jean B.

Skills Inventory for Parents (SIP). Manual.

Child Development Resources, Williamsburg, Va. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Dec 78

Grant—G007803109

Note—72p.; Includes Skill Areas and Worksheets. Available from—Child Development Resources,

P.O. Box 299, Lightfoot, VA 23090 (\$3.50)

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Advocacy. *Disabilities. Family Relationship. *Home Programs. Home Visits. Language Acquisition. Parent Participation. *Parent Role. Preschool Education

The checklist and manual are designed to measure changes in parental skills as a result of both group and individualized programming in a home based prescriptive infant program. Guidelines are also given on setting behavioral goals for parents that can be addressed by program activities. The inventory is divided into seven skill areas: parental involvement with the program as a whole, home visits and prescriptions, teaching skills, encouraging language development, physical care, providing a secure and caring environment, and advocacy. Worksheets eliciting information on skill area, goal behavior, strategies, time, others involved, results, and reevaluation/further planning are also included. (CL)

ED 192 486 EC 130 148

Johnson, Carole M.

Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students, July 1, 1978-June 30, 1979. Final Report.

Council for Exceptional Children, Reston, Va. Spons. Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80016

Pub Date—Jun 79

Grant—G0078C006

Note—130p.; Print is marginal in parts.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*Career Education. *Disabilities. Elementary Secondary Education. Independent Study. *Inservice Teacher Education. *Program Development

Identifiers—*Final Reports

The final report discusses objectives and achievements of a career education program designed to develop a self instruction module for special and regular educators concerning career education for exceptional students in grades K through 12. It is explained that a kit, which included a self instructional manual, filmstrip, cassette, and facilitator's guide, was developed, field tested, and internally and externally reviewed. The development and field testing of the product are detailed. The bulk of the document is composed of appendices, including project staff job descriptions, a list of state coordinators of career education, sample sections from the self instructional manual, and dissemination examples. (CL)

ED 192 487 EC 130 149

Glover, Elaine And Others

BEH-Outreach. Final Report, September, 1978-September, 1979.

Chapel Hill Training-Outreach Project, N.C. Spons. Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Sep 79

Grant—G007901774

Note—233p.

Pub Type—Reports—Research (143)—Reports—Descriptive (141)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—*Family Relationship. Information Dissemination. *Outreach Programs. *Parent Child Relationship. Preschool Education

Identifiers—Final Reports. *Gifted Handicapped

The final report presents objectives, procedures, and evaluation information on a training outreach program for young gifted handicapped children and their families. Project goals, services to families, staff development, and dissemination activities are outlined. The bulk of the document is composed of appendices, including sample media stories about the project, sample forms, examples of individualized education programs for program children, announcements of program training activities, and an evaluation summary of an outreach conference. (CL)

ED 192 488 EC 130 150

The Impartial Hearing Officer: A Procedural Safeguards Training Manual for Colorado.

Colorado State Dept. of Education, Denver. Div. of Special Education Services; Southwest Regional Resource Center, Salt Lake City, Utah.

Spons. Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jun 79

Contract—300-78-0016

Note—164p.; Print in parts is small and light.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compliance (Legal). Confidentiality. *Disabilities. *Due Process. Elementary Secondary Education. Federal Legislation. *Hearings. Individualized Education Programs. *Mainstreaming. State Legislation. Student Evaluation. Student Placement

Identifiers—Colorado. *Education for All Handicapped Children Act. *Rehabilitation Act 1973 (Section 504)

Written to be consistent with federal and Colorado laws, the manual focuses on training impartial hearing officers to achieve the guarantees of an appropriate education for all handicapped children. An overview of procedural safeguards is presented, including information on due process

procedures for parents and children, protection in evaluation procedures, least restrictive environment, confidentiality, and individualized education programs. Legal requirements of state laws and regulations as well as Section 504 of the Rehabilitation Act of 1973 are detailed. A final section addresses prior-to-hearing activities, hearing procedures, hearing recommendations, and administrative review and civil action. Among five appendices are sample forms, an analysis of hearing officer qualifications, and rules and regulations for P.L. 94-142 (the Education for All Handicapped Children Act). (CL)

ED 192 489 EC 130 151

Page, Brent C. Kukic, Stevan J.

Conflict Resolution in the IEP Process.

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons. Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Mar 80

Contract—300-78-0016

Note—34p.; Print is light and may not reproduce well.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Conflict Resolution. *Disabilities. Elementary Secondary Education. *Individualized Education Programs. Models. Parent Role. *Parent School Relationship. *Problem Solving

The paper is an outgrowth of a Utah task force composed of school personnel and parents examining conflict in the individualized education program (IEP) process for handicapped children. An introductory section examines the history of parent-school relations, reviews the steps in the IEP process, and describes such conflict resolution strategies as win-lose, lose-lose, and win-win. Implications of each strategy are noted. Four steps in a problem solving model are described: problem identification and definition, solution generation, solution evaluation, and solution decision. (CL)

ED 192 490 EC 130 152

Walker, Hill Kukic, Stevan J.

Monitoring the IEP Process for Quality and Compliance: A Resource for Utah.

Southwest Regional Resource Center, Salt Lake City, Utah; Utah State Board of Education Salt Lake City, Div. of Program Administration.

Spons. Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jun 79

Contract—300-78-0016

Note—21p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal). *Disabilities. Elementary Secondary Education. Federal Legislation. *Individualized Education Programs. *School Districts. *State Programs. *State School District Relationship

Identifiers—Education for All Handicapped Children Act. *Utah

The document deals with two major issues relating to the individualized education program (IEP) process in Utah—compliance with P.L. 94-142 (the Education for All Handicapped Children Act) by local districts and the state's role in monitoring such compliance; and the development, implementation, and review of IEPs and the state's position with respect to assisting local districts in moving toward exemplary practice in these areas. Six sections address the following topics: IEP compliance and the monitoring process. IEP definitions for annual goals and short term objectives, qualitative issues relating to the IEP, the IEP as a concept, structure of the IEP process, and best practice standards in terms of distinguishing between the letter and the spirit of the law. Appended is a page of goals and objectives designed as acceptable examples of the definitions presented. (Author/SBH)

ED 192 491 EC 130 153

Cant, Malcolm J. And Others

The Individualized Educational Program for Learning Disabled Adults.

Vancouver Community Coll., British Columbia.

Pub Date—May 80

Note—37p.; Paper presented at the Association of Canadian Community Colleges/Canadian Vocational Association Conference (Wolfville, Nova Scotia, May 29, 1980).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults. *Community Colleges. Foreign Countries. *Individualized Education Programs. *Learning Disabilities. Postsecondary Education. Program Descriptions. Program Implementation

Identifiers—Nova Scotia

The paper describes King Edward Campus's (Nova Scotia) Individualized Educational Program for Adults (I.E.P.A.) for learning disabled adults. Sections address the following: program divisions, development of the I.E.P.A., components of the I.E.P.A. committee, the referral process, learning diagnostic services, the learning diagnostician's role, implementation of the individual program, inservice training, and goals of the I.E.P.A. Statistical data on 80 students enrolled in the program are presented. Sample forms and an article on the I.E.P.A. are also given. (SBH)

ED 192 492 EC 130 154

Pyecha, John N. Morra, Linda

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Overview of Survey Design.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons. Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Apr 80

Contract—300-77-0529

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Disabilities. Elementary Secondary Education. Exceptional Child Research. *Individualized Education Programs. *National Surveys. *Program Implementation. *Research Design

The paper explains the design of a national survey which was intended to identify factors associated with variations in the properties and contents of individualized education programs (IEPs); provide descriptive information about the target population; the nature and setting in which special education services are provided to this population; assess changes in significant properties of IEPs from one year to the next; and provide insights into the extent to which the services actually provided to handicapped students coincide with those specified in their IEPs as mandated by P.L. 94-142 (the Education for All Handicapped Children Act). Section One provides an introduction with information on background of the survey; survey objectives; design related activities (literature review, exploratory site visits, and development of instrumentation); and procedures for analyzing IEPs and enrollment data in Curriculum Information Center files. A second section outlines the 10 basic evaluation questions to be addressed in the survey, objectives of the State Facility Substudy, components of the Retrospective Longitudinal Study, and confidentiality procedures. (SBH)

ED 192 493 EC 130 155

Burruss, James R. Perlman, Leonard G.

Developments in Services for Handicapped People—Africa. A Project Report.

People-To-People Committee for the Handicapped, Washington, D.C.

Spons. Agency—National Inst. of Handicapped Research (DHEW), Washington, D.C.

Pub Date—Mar 80

Grant—22-P-57985/3-03

Note—224p.; "Interchanges of Leaders and Information Relating to Rehabilitation Services—United States and Africa."

Pub Type—Reports—Research (143)—Reports—Descriptive (141)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Delivery Systems. Developing Nations. *Disabilities. *Foreign Countries. *Human Services. International Relations. Program Descriptions. *Rehabilitation Programs

Identifiers—*Africa

The document describes a research and demonstration project to identify and develop information about rehabilitation programs for handicapped people in African countries. Initial chapters deal with introductory information (need for the project, project objectives, summary of work plan); a description of the project; project procedures; and results and discussion of project findings. The bulk of the

document contains reports on current developments in programs for handicapped people in the following countries: The Gambia, Ghana, Liberia, Nigeria, Senegal, Sierra Leone, Togo, Ethiopia, Kenya, Malawi, Mauritius, Tanzania, and Uganda. Individual sections on each country provide a brief profile with map; reports on facilities for vocational rehabilitation; and summaries relating to rehabilitation, special education, health, and contacts and resources in rehabilitation and government. A final chapter offers a project summary and recommendations. Among appended materials are sample articles and a selected listing of United States nonprofit organizations involved in overseas assistance programs for the rehabilitation of the disabled in Africa. (SBH)

ED 192 494 EC 130 156
Catcher, Bertha N., Ed. *Shorles, Thomas R., Ed.*
Workshops on Communication Networks That Promote Opportunities in Postsecondary Education for the Handicapped.

State Univ. of New York, Buffalo. Office of Services for the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Grant—50-2018-C

Note—119p. Proceedings held at the Niagara Hilton Hotel (Niagara Falls, NY, April 23-25, 1979).
Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communications. *Disabilities. *Educational Opportunities, Information Networks. *Inservice Education. *Organizations (Groups). *Postsecondary Education

The book contains the major addresses, workshop findings, and materials from a 2 day workshop on communication networks designed to promote opportunities for the handicapped in higher education. The book is arranged in sections following the format of the conference program, with each segment prefaced by a brief introduction indicating the content of the session and identifying the speakers. Abstracts of each major address are included as well as the full, edited text of the speeches. A final section in which individual workshop leaders reported their group's findings is summarized and synthesized into a conclusions and recommendations section. An evaluation section follows in which responses to a postconference questionnaire surveying delegates' information seeking needs and behavior are tabulated and analyzed. A separate section of the book lists and annotates some communications vehicles that participants considered useful sources of information. Also provided are responses of a preconference questionnaire which elicited identification of organizations focusing on concerns of the handicapped in a postsecondary training setting. Workshops cover the following areas (names of panelists in parentheses): tactics for problem solving (J. Moffat); communication resources (R. Cheever, R. Mahler, and H. Roth); inservice education (G. Graham, and D. Kauppi); and organizations (D. Swift, T. O'Rourke, E. Lozano, Jr., and M. Redden). (SBH)

ED 192 495 EC 130 157

Gordon, Peter. *Ashcroft, S. C.*
Comprehensive Service Delivery Training: Multi-handicapped, Visually Impaired Children. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Bureau No.—451AH60754

Pub Date—[79]

Contract—G007601958

Note—229p. Best copy available.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Inservice Teacher Education. *Multiple Disabilities. Program Descriptions, Program Evaluation. *Teacher Education. *Teaching Skills. *Visual Impairments

Identifiers—Project SERVE

The final report analyzes the achievements of Project SERVE, a training program for teachers of multiply handicapped/visually impaired students. The two basic objectives were (1) to prepare teachers who have demonstrated both generic teaching competencies as well as skills related to the target population; and (2) to produce teachers who have

experience in a wide range of service delivery systems. The first section of the report describes the project's objectives, core training procedures, and specific practice and seminars. A second section evaluates the project's educational significance in such terms as a summary of student encounters in field settings, basic roles graduates are prepared to fill, number of personnel prepared, and contributions to research. Three final sections address project design, program evaluation, and the project's inservice component. Seven appendices comprise nearly one half the document, and include information on competency goals, core didactics, and field application requirements. (CL)

ED 192 496 EC 130 158

Gipsman, Sandra Curtis
The Ability to Assume the Upright Position in Blind and Sighted Children.

California Univ., Berkeley.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Grant—G007701187

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blindness. Children, Exceptional Child Research. *Human Posture. *Motor Development. *Partial Vision

To investigate the ability of 48 blind and partially sighted children (8 to 10 and 12 to 14 years old) to assume the upright position, 55 were given six trials in which they were requested to move themselves from a tilted starting position in a specially constructed chair to an upright position. No significant differences were found between three visual groups (totally blind, legally blind, and sighted) in the ability to assume the upright position. Findings suggested that the ability to judge the upright may be a postadolescent development. The possibility of moving the chair to the right and left many times in small increments as if to "zero in" on the upright position is suggested as an approach to mobility training. (CL)

ED 192 497 EC 130 159

The Role of a School Board Member in the Education of Children with Handicapping Conditions.

New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.

Pub Date—Mar 80

Note—43p.

Pub Type—Tests/Questionnaires (160) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Board of Education Role, Boards of Education. *Disabilities, Due Process, Elementary Secondary Education. *Handicap Identification, Individualized Education Programs, Mainstreaming, Program Development. *Special Education, Student Placement

Identifiers—New York

The guidelines discuss the role of the New York Board of Education in the education of children with handicapping conditions. Specific sections address roles regarding relationship to the Committee on the Handicapped, identification of children needing special education, development of individualized education programs, assurance of nondiscrimination and access to special education in the least restrictive environment, provision of due process, and monitoring and training. Also included are a local district guidelines checklist, a request for information checklist, and a timeline for developing individualized education programs. (CL)

ED 192 498 EC 130 160

Kressley, Catherine Gill
Special Assistance for the Early Education of the Handicapped: Project SAFE, Final Performance Report: School Year 1978-1979.

Anne Arundel County Public Schools, Annapolis, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Grant—G007602143

Note—87p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities. Handicap Identification, Infants, Parent Counseling. *Parent Education, Preschool Education. *Program Descriptions, Program Evaluation, Therapy

Identifiers—*Special Assistance Early Education

Handicapped

The final report documents the progress of Project SAFE (Special Assistance for Early Education of the Handicapped), designed to provide educational services to young children (0 to 5 years) with severe and profound, multiple, hearing, orthopedic, and health impairments. SAFE's activities in the following areas are documented: public awareness/community outreach; interagency collaboration; child identification; screening, diagnosis, and individualized education plan; educational programs and services, including therapy; parent education and counseling; data collection and evaluation; individual and program review and modification; and interdisciplinary training of personnel. Sample forms, flow charts, and project publicity descriptions are appended. (CL)

ED 192 499 EC 130 161

Koss, Charlotte J.
A Family Focused Model of Intervention with Young Handicapped Children: The Family and Infant Program, Part I. Final Report, July 1, 1976 to June 30, 1979.

Gwinnett County Schools, Ga.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—30 Jun 79

Grant—G0076086

Note—31p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities. *Intervention, Parent Counseling. *Parent Education, Preschool Education, Program Effectiveness. *Student Evaluation, Teacher Education

The final report documents a 3 year program for preschool handicapped children. Information is presented on the following aspects of the program (subtopics in parentheses): direct and supplementary services to children (providing a home based educational program for children focusing on parent training, coordinating supplementary child services provided by outside agencies, and providing a classroom program for children as a transition between the home program and other community programs); parent/family participation (providing parent education, counseling, and supportive services as well as training in advocacy); assessment of child progress (changes in performance level for children overall and changes in child performance as a function of type of program received); staff training and development (preservice and inservice training and conference attendance); coordination with other agencies; and continuation/replication. (CL)

ED 192 500 EC 130 162

Educational Materials for Remedial Instruction: Supplement 1979.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date—79

Note—46p. Supplement to ED 166 924.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies. *Educational Media. *High Interest Low Vocabulary Books. *Instructional Materials. *Reading Difficulties. *Reading Materials, Remedial Instruction, Secondary Education. *Underachievement

The supplement to the annotated bibliography, Educational Materials for Remedial Instruction-1978, lists more than 100 titles appropriate for use with students working at levels below their actual grade placement and having difficulty in passing the state required competency tests. Titles listed are those judged by an evaluating committee to be designed specifically for the underachiever i.e., skills building materials characterized by high interest content appealing to older students and low level difficulty of vocabulary, instructions, activities, etc. The difficulty level, determined when possible by the Fry Readability Formula, and the interest level, based on the judgement of the evaluating committee, appear after the bibliographic entry for most titles. Information provided for each entry also includes the following: title, author (where applicable), series title (where applicable), publication date, source, price, and a brief description. Titles are

listed by subject area (languages, mathematics, reading, survival skills) and categorized within each subject area by format (books, workbooks, filmstrips, recordings, tests, transparencies, etc.). A separate section contains titles of recommended leisure reading books. A directory of publishers and producers concludes the document. (SBH)

ED 192 501 EC 130 163
Renzulli, Joseph S., Ed. Stoddard, Elizabeth P., Ed.
Under One Cover: Gifted and Talented Education in Perspective.

Council for Exceptional Children, Reston, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-86586-108-0
Pub Date—80
Contract—400-76-0119
Note—229p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$11.25)

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Creativity. *Cultural Differences. *Curriculum, Elementary Secondary Education. Exceptional Child Research. Females. *Gifted. State of the Art Reviews. *Student Characteristics. Success. *Talent. *Talent Identification

Forty-three author contributed papers provide an overview of education for gifted and talented students. The following aspects are addressed (sample subtopics in parentheses): the identification continuum (teacher identification, behavior rating scales, implications for equality of educational opportunity); characteristics of the gifted (creativity in young science students, peer acceptance, creative young women); giftedness among the culturally different (incidence among ethnic groups, identifying achievement potential in minority group students); curriculum ideas (creative writing, reading skills); research in gifted education (attitudes of gifted students toward handicapped persons, statewide implementation of classroom practices); key ideas for successful programming for the gifted (successful teacher characteristics, value development); program descriptions (a preschool program for gifted/talented nonhandicapped and handicapped, an independent study seminar program, high school internships); and state of the art (need for increased federal effort, role of the arts and humanities). (CL)

ED 192 502 EC 130 164
State Plan for the Education of the Gifted.

Georgia State Dept. of Education, Atlanta, Office of Instructional Services.

Pub Date—79
Note—34p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delivery Systems, Educational Legislation, Elementary Secondary Education, Eligibility. *Gifted. *Program Implementation. *Special Programs. *State Programs, State School District Relationship, Talent Identification

Identifiers—*Georgia

The document outlines the Georgia State Plan for providing special programs to gifted students within the public schools. Section I covers legal authorizations for special education services including state statutes, state board of education policies, and federal regulations and statutes. The primary responsibilities of state department of education staff (such as providing teacher allotments and operational funds to local education agencies to be used to operate programs for the gifted) are mentioned in Section II. A third section covers management and operation of the state plan with segments on the following: state structure; local structure; function and relationship of the advisory committee; cooperative arrangements; criteria and assurances for state education agency approval for local plans for education of the gifted; personnel; instructional materials; target population, student eligibility, placement, and identification; facilities; delivery models; support services; administration; appeal procedures; and disbursement of funds. Section IV outlines the provisions of Georgia's Program for Exceptional Children, Regulations and Procedures; while a final section lists standardized mental ability and achievement tests. (SBH)

ED 192 503 EC 130 165
Program for Exceptional Children: Regulations and Procedures.

Georgia State Dept. of Education, Atlanta, Office of Instructional Services.

Pub Date—78

Note—68p.

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities. *Due Process, Elementary Secondary Education, Federal Legislation. *Gifted. *Legislation. *Program Design, State Legislation. *State Programs

Identifiers—*Georgia

The document reviews state of Georgia and federal law regarding the provision of special education programs for exceptional children and youth and outline procedures for providing those programs. Section I presents a summary of Georgia Chapter 32-6A, particularly the sections which address establishment of other special programs of education; allotment of teachers and other personnel; sharing of costs; transportation; public libraries; calculated cost of instructional services; and coordination with other agencies. A second section lists procedural safeguards for general provisions (such as communications to parents), due process, least restrictive environment, nondiscriminatory testing and placement, and confidentiality. Section III focuses on general provisions for establishing a program; various delivery models; facilities, equipment, and materials; and transportation. A fourth section states definition, eligibility and placement, enrollment, and facilities for 11 program areas: mental retardation; behavior disorders; specific learning disabilities; visual impairment; hospital/home instruction; speech impairment; physical, multiple, and other health impairment; hearing impairment; audiology; intellectual giftedness; and deaf blind. Three special programs—the Grant Program for the Handicapped Children, the Psychoeducational Centers for the Severely Emotionally Disturbed, and the Georgia Learning Resources System—are described in a fifth section. The document concludes with appended materials which include parental consent forms, notification and authorization forms, and definitions. (SBH)

ED 192 504 EC 130 166
The Social and Emotional Development of the Gifted/Talented.

New York State Education Dept., Albany.

Pub Date—79

Note—28p.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), Elementary Secondary Education, Ethics. *Gifted. *Humanistic Education, Human Relations. *Interpersonal Competence, Moral Development. *Self Actualization. *Teaching Methods, Values Education

The author contends that a comprehensive approach to differentiating instruction for the gifted must involve values, feelings, personal growth, and interpersonal relations so the gifted child is free to realize his optimum potential. The paper describes some of the major adjustment problems faced by the gifted as well as some approaches to affective education. Sections address the following: problems of the gifted/talented/creative; curriculum implications of changing conceptions of man (individual versus holistic man, cooperation rather than competition); approaches to affective education; moral education; the new civism; values clarification; philosophy for children; moralizing and role modeling; group processes and perceptual psychology; games; situational ethics; social action; media and visual literacy; critical thinking; creativity; aesthetic education; humanistic education; the F. Williams Model for teaching thinking and feeling; and suggested principles for affective education programming. A nine page bibliography covering 35 subject areas concludes the document. (SBH)

ED 192 505 EC 130 167
Wight, Byron W.
Special Programs for Individual Needs (SPIN).

Handicapped Children Early Education Program: P.L. 91-230 Title VI, Part C. Final Report, July 1, 1974 to June 30, 1977.

Mile High Child Care Association, Denver, Colo.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jun 77

Note—122p.; Document not available in paper copy due to marginal legibility of the original.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Caregivers. *Day Care. *Demonstration Programs. *Developmental Disabilities. Disabilities. *Emotional Disturbances. *Individualized Instruction, Inservice Education. *Mainstreaming, Preschool Education, Program Descriptions. *Staff Development, Student Evaluation

Identifiers—*Special Programs for Individualized Needs

The document contains the final report of the Special Programs for Individualized Needs (SPIN) program designed to develop a demonstration model for training day care personnel to identify developmentally delayed or emotionally disturbed children and to program for them within the regular day care setting. Major objectives were to develop diagnostic and individually planned programs to improve the competencies of children with developmental deviations, to develop a system for integrating individually planned programs into the general curriculum of a day care center, and to develop a system for training teachers to do the above. Among accomplishments were collaboration of two agencies to improve services to young handicapped children and upgrading of skills of day care employees. Objectives and outcomes are outlined for direct service, inservice training, special service, parent/family participation, and child assessment program components. Also reported are training for personnel from other agencies, demonstration and dissemination activities, coordination with other agencies, accomplishments related to state and local planning, future directions of the SPIN project, and budget. Appendixes, which make up over half the document, contain a report of the project as presented to the Mile High Child Care Association Board and the SPIN preschool manual which provides guidelines for assessing the developmental levels of young children with special needs, for programming for this population, and for helping these children grow and learn in regular day care or Head Start settings. The manual contains information on staff training workshops, tips for classroom instruction, and numerous forms, checklists, and planning charts. (SBH)

ED 192 506 EC 130 168
Condon, Eliane C. And Others

Special Education and the Hispanic Child: Cultural Perspectives.

Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies; Temple Univ., Philadelphia, Pa. Teacher Corps. Mid-Atlantic Network.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—300-78-0326

Note—272p.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Biculturalism, Court Litigation. *Cultural Influences. *Disabilities, Elementary Secondary Education, Emotional Disturbances, Federal Legislation. *Handicap Identification. *Hispanic Americans, Intelligence Tests, Learning Disabilities, Mental Retardation, Spanish Speaking, Speech Handicaps, State Legislation, Student Evaluation. *Test Bias, Testing

The text examines issues related to Hispanic children in special education. Chapter I discusses four court cases brought against schools for inappropriate placement of Hispanic and other minority students in classes for the educable mentally retarded. Testing is the focus of Chapter 2, which includes analysis of linguistic and cultural bias, factors involved in intelligence testing of Spanish speaking children, and a review of seven tests recommended

for diagnosing exceptionalities in this population. Chapter 3 views learning in a dual cultural context; touches on the effects of such cultural factors as dependency, personalism, and humanism; considers the effects of culture on communication; and describes interference factors originating in the majority culture. Related national and state legislation is reviewed in Chapter 4, and Chapter 5 discusses the current status of special education with Hispanics and makes suggestions regarding testing, overall service delivery, inservice training, and teaching competencies. The chapter also provides prescriptions for teaching Spanish speaking children with specific handicaps (emotional disturbance, mental retardation, learning disabilities, and speech and communication handicaps). (CL)

ED 192 507 EC 130 169

Conover, Kathleen D. Bakke, Sharon K.

Preschool Summer Language Program. A Final Report Presented to the Educational Program Committee of North Clackamas School District. North Clackamas School District 12, Milwaukie, Ore.

Bureau No.—EPC-79/80-5

Pub Date—11 Feb 80

Note—39p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Disabilities. *Language Handicaps.

*Parent Education. Preschool Education.

*Speech Handicaps. *Summer Programs

The report examines a summer program for 22 speech and language delayed preschool children. It is explained that a 6 week speech and language program for the children was supplemented by a series of four parent training sessions. Aspects of the child's program, including personnel, transportation, physical setting, scheduling, large group activities, work time activities, and play time activities are described. Positive comments on the program's effects are cited. Among the appended materials, which comprise nearly one half the document, are a list of materials used and sample organizational and individualized educational program forms. (CL)

ED 192 508 EC 130 170

Becker, Marjory And Others

A Handbook for Parents of Handicapped Children.

Nevada State Dept. of Education, Carson City.

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Mar 80

Contract—300-78-0016

Note—22p. Document may not reproduce well due to color of paper in the original.

Available from—Nevada Department of Education, 400 W. King St., Carson City, NV 89710

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal). *Disabilities.

Due Process. Elementary Secondary Education.

Federal Legislation. Identification. Mainstreaming.

Parent Responsibility. *Parent Role. State Legislation. Student Evaluation. Student Records

Identifiers—Parent Materials

Intended for parents of handicapped children in Nevada, the handbook discusses basic education rights under state and federal law. Sections delineate problem solving steps for parents to take when their children either need special education services and are not receiving them or who are in unsatisfactory special education placements. Considered are the following topics: notice and consent, identification, evaluation and reevaluation, individualized education programs, least restrictive environment, educational records, impartial due process hearings, and additional rights and concerns. A final section lists eight tips, including the importance of keeping good records. Names and addresses of contact persons in 17 Nevada counties are supplied. (CL)

ED 192 509 EC 130 171

Whelan, Howard J. III

Special Education: More Than a State of Mind.

Colorado State Dept. of Education, Denver.

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jun 79

Contract—300-78-0016

Note—13p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services. *Compliance (Legal). Costs. *Disabilities. Elementary Secondary Education. *Program Evaluation.

*Special Education. *State Programs

Identifiers—*Colorado

The handbook details Colorado's educational services to handicapped students and discusses the state's progress (1977-78 fiscal year) in insuring appropriate education as required by the 1973 Handicapped Children's Educational Act. Sections briefly address the following topics: the student (number and age range identified); the staff (total number of special education staff, student-teacher ratio, and role of ancillary service staff); the service (including resource rooms, self contained classes, and work study programs); the cost (per student expenditure); and the Colorado administrative unit. (CL)

ED 192 510 EC 130 172

Adapted Physical Education, Occupational

Therapy and Physical Therapy in Special Education

Programs in Colorado: Guidelines for Implementation.

Colorado State Dept. of Education, Denver. Div. of

Special Education Services: Southwest Regional

Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jun 79

Contract—300-78-0016

Note—35p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adapted Physical Education. *Ancillary School Services. Compliance (Legal).

*Delivery Systems. *Disabilities. Elementary Secondary Education. *Occupational Therapy.

*Physical Therapy. *Program Evaluation

The guidelines address implementation of related services (adapted physical education, occupational therapy, and physical therapy) in Colorado special education programs. The first section considers factors in organizing services: the legal mandate of P.L.

94-142, the Education for All Handicapped Children Act; characteristics and professional criteria of the three related services; models for service provision; and options for obtaining services. Section 2, on service delivery, examines identification, assessment, development and implementation of the individualized education program, and reassessment. Monitoring services is the focus of the final section, with information on administrative, professional, and state department monitoring. (CL)

ED 192 511 EC 130 173

Lacy, Grace

Creative Thinking and Problem Solving.

New York State Education Dept., Albany.

Pub Date—79

Note—29p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Creative Development. *Creative Thinking. *Creativity. Elementary Secondary Education. Personality Traits. *Problem Solving.

*Talent Identification. *Teaching Methods. Theories

The booklet considers the nature of creativity in children and examines classroom implications. Among the topics addressed are the following: theories about creativity; research; developments in brain research; the creative process; creative problem solving; the Structure of Intellect Problem Solving (SIPS) model; a rationale for creativity in the curriculum; creative development; factors contributing to creativity; recognizing creative potential; traits of creative persons; encouraging creative potential; blocks to creativity; and current approaches to the development of creativity (including synectics, bionics, sociodrama as a problem solving approach, lateral thinking, and creative dramatics). A final section lists 52 methods, techniques, and educational programs for stimulating creativity. (CL)

ED 192 512 EC 130 174

Lacy, Grace, Comp.

Suggestions for Planning and Providing Programs for the Gifted/Talented/Creative.

New York State Education Dept., Albany.

Pub Date—79

Note—97p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Acceleration. Career Education.

Communication Skills. *Curriculum. Elementary Secondary Education. Enrichment. *Gifted. Language Arts. Mathematics. *Models. *Program Development. Program Implementation.

Sciences. Social Studies. Talent. Teacher Role.

*Teaching Methods. *Teaching Skills. Theories

Intended to help educators create defensible, differentiated programs for the gifted, the paper analyzes the rationale for such programs and discusses program planning aspects. The following topics are addressed: the need for conceptualization of different programs for the gifted; suggested program goals; program prototypes; curricula for gifted programs; learning strategy instruction; theoretical models for developing curriculum and teaching strategies; integration of the models; program design models; enrichment and acceleration; topics for curriculum augmentation; career education; goals for language arts and communication skills, social studies, mathematics, and science; desirable program attributes; teacher role; significant teacher behaviors; motivation and guidance; administrative arrangements; administrative problems and suggested solutions; and research data on the gifted. (CL)

ED 192 513 EC 130 175

Brundage, Diane, Ed.

The Ford Fellows in Educational Journalism Report: 1979.

Ford Foundation, New York, N.Y.; George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date—79

Note—129p. Photographs may not reproduce well.

Available from—Publications Coordinator, Institute for Educational Leadership, 1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036 (\$4.00 prepaid)

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Education, Black Colleges. Declining Enrollment. Educational Finance. Educational Quality. *Elementary Secondary Education. *Gifted. Journalism. Minimum Competency Testing. Parent Participation. Serials

Based on work done for the 1978 Ford Fellows in Educational Journalism Program, the document contains series of newspaper articles authored by 10 journalists on various educational topics. The 10 series titles and authors are: "Growing Up Gifted in America's Schools" (H. Collins); "Minimum Competency Testing: State Approaches" (J. Covington); "Competency Testing: Seven Case Studies" (R. Frahm); "Indian Education" (G. Fife); "Parent Participation in the Schools" (D. Granat); "Education and the Voter: School Spending at the Polls" (S. Ivey); "Achieving Quality Education" (R. Jankowski); "America's Black Colleges: Roots, Rewards, Renewal" (E. Payne); "Declining Enrollments: Studies of Selected Cities" (M. Trammer); and "School Finance in the South: Reform Efforts and the Future" (L. Williams). It is explained that Fellowship journalists meet with educational leaders around the country, observe and study effective school programs, compare the systems they write about with others facing similar challenges, and improve their craft by learning from each other. (SBH)

ED 192 514 EC 130 176

Fox, Lynn H.

Research on Basic Methods of Instruction for the Gifted.

Pub Date—Apr 80

Note—18p. Paper presented at the American Educational Research Association (Boston, MA, April 11, 1980). The paper was prepared for a Symposium on New Directions for Research on the Gifted and Gifted Education.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Methods. Educational Research. Elementary Secondary Education. *Gifted. *Individualized Instruction. Literature Reviews. Models

Research on individualized instruction for the gifted is reviewed, and several instructional models or techniques which may have potential for allowing teachers to individualize instruction for the gifted or all students are considered. Support is offered for the accelerated class model. Among the educational

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methods reviewed are internships, telecommunications, computer assisted instruction, and simulations and games. An instructional model which involves longitudinal teaching teams is proposed. (SBH)

ED 192 515 EC 130 193

A Manual of Art for the Educable and Trainable

Mentally Retarded Child. Revised.

Alabama State Dept. of Education, Montgomery.

Pub Date—78

Note—38p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art Activities. *Art Expression. Elementary Education. *Mild Mental Retardation. *Moderate Mental Retardation. Program Implementation

The document is designed for the Alabama special education teacher who desires to provide an art program for the educable and trainable mentally retarded student. The manual offers information to local school systems on initiating, organizing, and expanding services in this area. Hints are presented about organizing the classroom, art supplies, scrap materials, sources of ideas for creative expression, and combining colors. Twelve pages are devoted to lesson plans in the following art activities: cutting, tearing, and pasting (for example, silhouettes and collage); drawing and painting using pencils, crayons, chalks, and paint; printing processes; crafts (for example, puppets, paper mache, and masks); and other media activities (for example, booklets and seasonal activities). Materials, procedures, and suggested lesson subjects are outlined for each activity. (Author: SBH)

ED 192 516 EC 130 197

Pearl, Ruth A. And Others. Learning Disabled and Normal Children's Responses to Requests for Clarification Which Vary in Explicitness.

Pub Date—Sep 79

Note—14p.; Paper presented at the Annual Boston University Conference on Language Development (4th, Boston, MA, September, 1979).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Elementary Education, Exceptional Child Research, *Feedback, *Learning Disabilities, *Responses

The study involving 67 learning disabled (LD) children (grades 1 through 8) was designed to track the developmental course of the understanding of the more subtle forms of feedback (i.e., facial expression), to examine LD children's understanding of nonexplicit requests for clarification relative to that of normal achieving children, and to explore how individual differences in children's understanding of conversational rules may be related to measures of the more general perceptions. Children's locus of control was identified using the Intellectual Achievement Responsibility scale and the Crandall scale, and children's understanding of different types of feedback was examined via the classic referential communication task requiring the child to describe each of a series of abstract figures to an adult female experimenter so that she could find the picture being described from a large array of the same pictures. Results indicated that whether children respond to requests for clarification is related both to their personal characteristics and to the explicitness of the feedback. The prediction that LD children would be less responsive to facial feedback than control children was confirmed only for young LD girls. (SBH)

ED 192 517 EC 130 199

Gogel, Ella Mae. McCumsey, Janet. Parenting the Gifted: An Inservice Model.

Pub Date—Apr 80

Note—54p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-80).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Rearing, Elementary Secondary Education, *Gifted, *Parent Education, *Parent Workshops

The document offers guidelines for conducting an inservice program for parents of gifted students. Initial sections describe the inservice model, list activities on identification of the gifted, and present information on emotional consequences of gifted-

ness. Following sections address key points from other presentations, the workshop agenda, and procedures for writing a speech. A sample parent questionnaire is included as are the text of a speech given to parents by a parent, a list of questions and concerns raised by parents during inservice meetings, biographical information on two children, and a parent bibliography. Appendixes include question and answer sheets containing information on such topics as parents of the gifted and talented, characteristics of the gifted and talented, and funding for gifted programs. (SBH)

FL

ED 192 518 FL 011 222

Headstart German Program. Module 1.

Defense Language Inst., Monterey, Calif.

Pub Date—Sep 77

Note—39p.; For related documents, see FL 011 223-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Conversational Language Courses, Cross Cultural Training, Cultural Education, *German, Learning Activities, Learning Modules, Phonology, Postsecondary Education, *Pronunciation, *Second Language Learning, *Speech Communication, Speech Skills, *Vocabulary Development

This is the first module of 10 in the German Headstart program. Each of the 2 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to enable the student to pronounce and read German sounds, to find out the location of some landmarks in German, and to understand various answers one might get to some questions. Unit One deals with the most important differences between sounds and spellings of German and English; unit two presents conversations and exercises on them. (AMH)

ED 192 519 FL 011 223

Headstart German Program. Module 2.

Defense Language Inst., Monterey, Calif.

Pub Date—Sep 77

Note—54p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiolingual Skills, *Conversational Language Courses, Cross Cultural Training, Cultural Education, *German, Learning Activities, Learning Modules, Numbers, Postsecondary Education, Pronunciation, *Second Language Learning, *Speech Communication, *Vocabulary Development

Identifiers—Questions

This is the second module of 10 in the German Headstart program. Each of the 3 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to enable the student to deal with three situations: (1) getting to a specified place, (2) asking how far away it is, and (3) finding out which means of transportation to take. The emphasis is on developing the ability to request information and to ask directions. In addition, German numbers are introduced. (AMH)

ED 192 520 FL 011 224

Headstart German Program. Module 3.

Defense Language Inst., Monterey, Calif.

Pub Date—Sep 77

Note—50p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiolingual Skills, *Conversational Language Courses, Cross Cultural Training, Cultural Education, Food, *German, Learning Activities, Learning Modules, Postsecondary Education, *Pronunciation Instruction, *Second Language Learning, *Speech Communication, *Vocabulary Development

This is the third module of 10 in the German Headstart program. Each of the 2 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to enable the student to order a meal in a restaurant and to chat with a German in the restaurant. Much emphasis is placed on understanding the names of German dishes and drinks in print and pronouncing them properly. (AMH)

ED 192 521 FL 011 225

Headstart German Program. Module 4.

Defense Language Inst., Monterey, Calif.

Pub Date—Sep 77

Note—55p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiolingual Skills, *Conversational Language Courses, Cross Cultural Training, *German, Learning Activities, Learning Modules, Postsecondary Education, *Second Language Learning, *Speech Communication, *Vocabulary Development

This is the fourth module of 10 in the German Headstart program. Each of the 2 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to familiarize the student with expressions for exchanging money, telling time, and the days of the week. The situations are in the money-exchange office and at the train station. (AMH)

ED 192 522 FL 011 226

Headstart German Program. Module 5.

Defense Language Inst., Monterey, Calif.

Pub Date—Sep 77

Note—65p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiolingual Skills, *Conversational Language Courses, Cross Cultural Training, *German, Learning Activities, Learning Modules, Postsecondary Education, *Second Language Learning, *Speech Communication, *Vocabulary Development

This is the fifth module of 10 in the German Headstart program. Each of the 3 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to enable the student to use and understand: (1) courtesy expressions; (2) time expressions denoting length, such as hour, day, week, month; (3) other time expressions such as "today," "tomorrow," and calendar dates; and (4) payment by traveler's checks. The module is based on three basic situations: taking a taxi cab, getting a hotel room, and checking out of a hotel. (AMH)

ED 192 523 FL 011 227

Headstart German Program. Module 6.

Defense Language Inst., Monterey, Calif.

Pub Date—Sep 77

Note—53p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiolingual Skills, *Conversational Language Courses, Cross Cultural Training, *German, Learning Activities, Learning Modules, Postsecondary Education, *Second Language

Learning. *Speech Communication. *Vocabulary Development

This is the sixth module of 10 in the German Headstart program. Each of the 2 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to familiarize the student with expressions connected with various kinds of shopping. There are two situations: (1) buying clothing items, and (2) other types of stores. Both situations contain several conversations for practice in making purchases. (AMH)

ED 192 524 FL 011 228

Headstart German Program, Module 7.
Defense Language Inst., Monterey, Calif.
Pub Date—Sep 77

Note—45p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiolingual Skills. *Conversational Language Courses. Cross Cultural Training. *German. Learning Activities. Learning Modules. Postsecondary Education. *Second Language Learning. *Speech Communication. *Vocabulary Development

This is the seventh module of 10 in the German Headstart program. Each of the 2 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to enable the student to use all the services of a German post-office, such as buying stamps, mailing letters, making phone calls, and sending telegrams. (AMH)

ED 192 525 FL 011 229

Headstart German Program, Module 8.
Defense Language Inst., Monterey, Calif.
Pub Date—Sep 77

Note—44p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiolingual Skills. *Conversational Language Courses. Cross Cultural Training. *German. Learning Activities. Learning Modules. Postsecondary Education. *Second Language Learning. *Speech Communication. *Vocabulary Development

This is the eighth module of 10 in the German Headstart program. Each of the 2 units in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. This module deals with a single situation, visiting a German family in their home. The exercises are intended to enable the student to use phrases and expressions usual in such a situation and to familiarize the student with some common topics of conversation among people who are getting acquainted. (AMH)

ED 192 526 FL 011 230

Headstart German Program, Module 9.
Defense Language Inst., Monterey, Calif.
Pub Date—Sep 77

Note—36p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiolingual Skills. *Conversational Language Courses. Cross Cultural Training. *German. Learning Activities. Learning Modules. *Military Personnel. Postsecondary Education. *Second Language Learning. *Speech Communication. *Vocabulary Development

This is the ninth module of 10 in the German Headstart program. The single unit in the module contains objectives, exercises, and a self-evaluation quiz. In addition, there are several supplementary exercises and self-evaluations. The objective of this module is to familiarize the student with some of the

terminology used by military personnel in the Federal Republic of Germany. (AMH)

ED 192 527 FL 011 231

Headstart German Program, Module 10.
Defense Language Inst., Monterey, Calif.
Pub Date—Sep 77

Note—16p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiolingual Skills. *Conversational Language Courses. Cross Cultural Training. *German. Learning Activities. Learning Modules. Postsecondary Education. *Second Language Learning. *Speech Communication. *Vocabulary Development

Identifiers—*Dialogs (Language Learning)

This module provides additional material principally for women in the military and female dependents. The three dialogs in the module take place at a cleaner's, at a drugstore, and at the hairdresser's. The vocabulary and dialogs are intended to familiarize the student with words and phrases which might be needed in a situation when the post exchange is not available. (Author/AMH)

ED 192 528 FL 011 232

Headstart German Program, Cultural Notes.
Defense Language Inst., Monterey, Calif.
Pub Date—Sep 77

Note—42p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Conversational Language Courses. *Cross Cultural Training. *Cultural Education. *Foreign Culture. *German. Learning Modules. Military Personnel. Postsecondary Education. Second Language Learning. *Vocabulary Development

This module provides cultural information that will be helpful to military personnel in understanding some aspects of the German way of life. The topics covered in the booklet are: housing, postal services, forms of address, courtesies, getting around, driving, hotels, restaurants, beer and wine, recreation, entertainment, health spas, shopping, conversion of clothing sizes, and a menu guide. An end vocabulary is included. (AMH)

ED 192 529 FL 011 233

Headstart German Program, Student Guide.
Defense Language Inst., Monterey, Calif.
Pub Date—Sep 77

Note—16p.; For related documents, see FL 011 222-234.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autoinstructional Aids. *Conversational Language Courses. *Course Content. Cultural Education. *German. Grammar. Independent Study. Learning Activities. Learning Modules. Postsecondary Education. *Second Language Learning. Speech Communication. Study Guides. Vocabulary Development

This guide provides an introduction to the Headstart program in German, a self-instructional orientation to the German language and culture. The aim of the course is to enable the student to communicate with Germans in several basic situations. In addition to the course description, the following information is provided in the guide: (1) a description of the learning materials, namely, ten modules and accompanying tapes; (2) an outline of the content of the modules; (3) a discussion of the learning activities in each module; (4) learning hints; and (5) explanations of grammatical features and a key to a standard reference grammar. (AMH)

ED 192 530 FL 011 234

Headstart German Program, Cumulative Glossary.
Defense Language Inst., Monterey, Calif.
Pub Date—Sep 77

Note—65p.; For related documents, see FL 011 222-233.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, CA 93940

Language—English; German

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Conversational Language Courses. *German. Postsecondary Education. *Second Language Learning. *Vocabulary Development
This glossary lists the vocabulary words used in the ten modules of the German Headstart program. It is a German-English and English-German glossary. The number in which each word first occurs is given. (AMH)

ED 192 531 FL 011 324

Ingram, D. E.
Methodology (Chapter A in the Teacher's Manual of the Adult Migrant Education Program, Australia).

Australian Dept. of Immigration and Ethnic Affairs, Canberra.

Pub Date—79

Note—41p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education. *Course Content. Educational Theories. *English (Second Language). *Second Language Instruction. *Teaching Methods

This methodology for teaching English as a second language begins with a discussion of the basis for methodology, which is seen as revolving around the nature of language and the nature of the learner and society. The actual methodological approach is embodied in the following chapters: "Developing an Integrated Programme," "Focus on Use," "Focus on Communication," "Focus on the Learner," "Contextualize the Language," "Provide Wide, Diverse Experience," "Practice 'Mobilizing' the Language," "Individualize Instruction," and "Language Laboratory." A section devoted to course components covers community involvement, syntax, vocabulary, functions, discourse and cohesion, the sound system and paralinguistics, registers, the four macroskills, culture teaching, and attitudinal development. (JB)

ED 192 532 FL 011 417

Moffett, Oren E.
Conversational Spanish for Law Enforcement Personnel, Level 2.

Pub Date—76

Note—200p.; Some pages may not reproduce clearly. For related document, see ED 187 150.

Not available in paper copy due to print size.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conversational Language Courses. Instructional Materials. *Languages for Special Purposes. *Law Enforcement. *Police. Postsecondary Education. Second Language Instruction. *Spanish. Speech Communication. Textbooks

This textbook is designed to satisfy the linguistic needs of law enforcement personnel in the United States who deal with Spanish-speaking communities. The text is adaptable to individualized and self-paced programs. The material stresses career-oriented, "need-to-know" Spanish, relevant cultural awareness materials, practical role-playing exercises, and task assignments. Mexican-American terminology is used with footnotes for Puerto Rican variations. It de-emphasizes grammar and the solving of grammatical problems. Text material has been thoroughly researched from both a professional and a linguistic point of view, and is based on realistic and authentic situations. All vocabulary is practical and is presented in context with lively cartoon-type visual cues. Dialogue non-verbal cues are in comic strip format with the written text on the open page to the right for easy reference. Content provides for intensive development of oral expression, listening comprehension, and reading knowledge of basic Spanish required in performing specialized functions. Also included are relevant phonetics, vocabu-

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lary, and cultural material. (Author/AMH)

ED 192 533 FL 011 427

Moffett, Oren E.

Conversational Spanish for Medical and Paramedical Personnel.

Defense Language Inst., Monterey, Calif.

Pub Date—77

Note—252p.; For related document, see ED 187 149.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Allied Health Personnel. *Conversational Language Courses. Instructional Materials. *Languages for Special Purposes. Medicine. *Physicians, Physicians Assistants. Postsecondary Education. Second Language Instruction. *Spanish. Speech Communication. Textbooks.

This textbook is designed to satisfy the linguistic needs of medical and paramedical personnel who deal with Spanish-speaking individuals. It is adaptable to individualized and self-paced programs. The material stresses career-oriented "need-to-know" Spanish, relevant cultural awareness materials, practical role-playing exercises and task assignments. Mexican-American terminology is used with footnotes for Puerto Rican variations. It deemphasizes grammar and the solving of grammatical problems. Text material has been thoroughly researched from both a professional and a linguistic point of view and is based on realistic and authentic situations. All vocabulary is practical and is presented in context with lively cartoon-type visual cues. Dialogue non-verbal cues are in comic strip format with the written text on the open page to the right for easy reference. Content provides for intensive development of oral expression, listening comprehension, and reading knowledge of basic Spanish required in performing specialized functions. Also included are relevant phonetics, vocabulary, and cultural material. (Author/AMH)

ED 192 534 FL 011 465

Persian: 12 Week Course, Volume 6: Dictionary.

Defense Language Inst., Monterey, Calif.

Pub Date—Aug 66

Note—172p.; For related documents, see FL 011 460-464, FL 011 568. Light type may not reproduce clearly.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$2.95)

Language—Persian; English

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Idioms. *Persian. Postsecondary Education. Pronunciation Instruction. Second Language Instruction. *Vocabulary

This two-way dictionary is a supplement to the Persian 12-Week Course. It consists of a Persian-English and an English-Persian section. Phonetic symbols are used for indicating Persian pronunciations. In addition to vocabulary, the Persian-English section contains idioms and expressions. With the infinitives, the present and past simple roots of the verb are given. Explanatory notes are provided. The English-Persian section is simplified and contains only the vocabulary of the course. (DLI/JB)

ED 192 535 FL 011 466

Persian: Basic Course, A Guide to Persian Reading and Writing.

Defense Language Inst., Monterey, Calif.

Pub Date—Mar 66

Note—78p.; For related documents, see FL 011 460-465, FL 011 568.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$1.35)

Language—Persian

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Persian. Postsecondary Education. *Reading Instruction. Second Language Instruction. *Writing Instruction

This supplemental volume to the Persian instructional materials of the Defense Language Institute provides practice in writing and recognizing Persian letters and words. (JB)

ED 192 536 FL 011 489

French Basic Course, Grammatical Index.

Defense Language Inst., Monterey, Calif.

Pub Date—Apr 73

Note—35p.; For related documents, see FL 011 488-497 and FL 011 520-526.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$1.20)

Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*French. *Grammar. *Indexes. Instructional Materials. *Intensive Language Courses. Postsecondary Education. *Second Language Learning

This index is intended for use with Volumes 1 through 8 of the French Basic Course. It facilitates the finding of grammatical references in those volumes. The items are cross-referenced and arranged in alphabetical order. (Author/AMH)

ED 192 537 FL 011 490

French Basic Course, Volume 1, Lessons 1-15.

Defense Language Inst., Monterey, Calif.

Pub Date—Feb 68

Note—288p.; For related documents, see FL 011 488-497 and FL 011 520-526.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$5.00, cassettes \$22.40)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Adult Programs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. *Pattern Drills (Language). Phonology. Postsecondary Education. *Second Language Learning. Speech Communication. Vocabulary Development

This first volume of the DLI Basic Course in French contains 15 lessons, one for each day of the first three weeks and initial phase of the course. Every fifth lesson is a review lesson. The objective of the initial phase is to enable the student to distinguish and produce the sounds of French with sufficient accuracy to understand and speak French within the limits of the vocabulary and grammar included in this volume. The approach is audio-lingual and student-centered. The volume includes the entire phonology and the first grammar lessons. The stage is set, as well, for the study of French life and culture. The individual lessons include the following elements: (1) perception drills on new materials; (2) a formal dialogue which has to be memorized for instant recall; (3) homework consisting of intensive drill on known material, mastery of a certain number of vocabulary items, and the study of grammar notes; and (4) pattern practice and performance which leads gradually to free conversation. (Author/AMH)

ED 192 538 FL 011 491

French Basic Course, Volume 2, Lessons 16-25.

Defense Language Inst., Monterey, Calif.

Pub Date—Mar 68

Note—223p.; For related documents, see FL 011 520-526 and FL 011 488-497.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$3.90, cassettes \$12.80)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Programs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. *Pattern Drills (Language). Postsecondary Education. *Second Language Learning. Speech Communication. Verbs. Vocabulary Development

Volume 2 of the Basic Course in French contains 10 lessons, one for each day of the first and second weeks of the intermediate phase. Every fifth lesson is a review lesson. The objective of the intermediate phase is to enable the student to distinguish and use the most essential structures of French. The approach is audio-lingual and student-centered. This volume includes such features as the introduction of "ir" verbs and the "passé composé" of both transitive and intransitive verbs. The individual lessons

include the following elements: (1) perception drills on new materials; (2) a dialogue to be mastered; (3) homework assignments that include intensive drills, vocabulary items, study of grammar notes and written exercises; and (4) review and practice material in reading and pattern drills which lead to free conversation. (Author/AMH)

ED 192 539 FL 011 492

French Basic Course, Volume 3, Lessons 26-35.

Defense Language Inst., Monterey, Calif.

Pub Date—Apr 68

Note—198p.; For related documents, see FL 011 520-526 and FL 011 488-497.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$3.50, cassettes \$9.60)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Programs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. *Pattern Drills (Language). Postsecondary Education. Pronouns. *Second Language Learning. Sentence Structure. Speech Communication. Vocabulary Development

Volume 3 of the Basic Course in French contains 10 lessons, one for each day of the third and fourth weeks of the intermediate phase. Every fifth lesson is a review lesson. The objective of the intermediate phase is to enable the student to distinguish and use the most essential structures of French. The approach is audio-lingual and student-centered. This volume includes such features as various types of dependent clauses, participial constructions, indirect object pronouns, and comparison of adjectives. The individual lessons include the following elements: (1) perception drills on new materials; (2) a dialogue to be mastered; (3) homework assignments that include intensive drills, vocabulary items, study of grammar notes and written exercises; and (4) review and practice material in reading and pattern drills which lead to free conversation. (Author/AMH)

ED 192 540 FL 011 493

French Basic Course, Volume 4, Lessons 36-45.

Defense Language Inst., Monterey, Calif.

Pub Date—May 68

Note—188p.; For related documents, see FL 011 520-526 and FL 011 488-497.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$3.45, cassettes \$9.60)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Programs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. Negative Forms (Language). *Pattern Drills (Language). Postsecondary Education. Pronouns. *Second Language Learning. Sentence Structure. Speech Communication. Verbs. Vocabulary Development

Volume 4 of the Basic Course in French contains 10 lessons, one for each day of the fifth and sixth weeks of the intermediate phase. Every fifth lesson is a review lesson. The objective of the intermediate phase is to enable the student to distinguish and use the most essential structures of French. The approach is audio-lingual and student-centered. This volume includes such features as the future tense, conditional sentences, relative pronouns, and negative forms. The individual lessons include the following elements: (1) perception drills on new materials; (2) a dialogue to be mastered; (3) homework assignments that include intensive drills, vocabulary items, study of grammar notes and written exercises; and (4) review and practice material in reading and pattern drills which lead to free conversation. (Author/AMH)

ED 192 541 FL 011 494

French Basic Course, Volume 5, Lessons 46-55.

Defense Language Inst., Monterey, Calif.

Pub Date—Jul 68

Note—207p.; For related documents, see FL 011 520-526 and FL 011 488-497.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$3.65, cassettes \$11.20)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Programs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. *Pattern Drills (Language). Postsecondary Education. Pronouns. *Second Language Learning. Sentence Structure. Speech Communication. Vocabulary Development

Volume 5 of the Basic Course in French contains 10 lessons, one for each day of the seventh and eighth weeks of the intermediate phase. Every fifth lesson is a review lesson. The objective of the intermediate phase is to enable the student to distinguish and use the most essential structures of French. The approach is audio-lingual and student-centered. This volume includes such features as relative pronouns and conditional sentences. The individual lessons include the following elements: (1) perception drills on new materials; (2) a dialogue to be mastered; (3) homework assignments that include intensive drills, vocabulary items, study of grammar notes and written exercises; and (4) review and practice material in reading and pattern drills which lead to free conversation. (Author/AMH)

ED 192 542 FL 011 495

French Basic Course, Volume 6, Lessons 56-65.

Defense Language Inst., Monterey, Calif.

Pub Date—Dec 68

Note—208p.: For related documents, see FL 011 520-526 and FL 011 488-497.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$3.65, cassettes \$12.80)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Programs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. *Pattern Drills (Language). Postsecondary Education. *Second Language Learning. Sentence Structure. Speech Communication. Verbs. Vocabulary Development

Volume 6 of the Basic Course in French contains 10 lessons, one for each day of the twelfth and thirteenth weeks of the intermediate phase. Every fifth lesson is a review lesson. The objective of the intermediate phase is to enable the student to distinguish and use the most essential structures of French. The approach is audio-lingual and student-centered. This volume includes such features as structures expressing duration of time and the formation of the subjunctive mood. The individual lessons include the following elements: (1) perception drills on new materials; (2) a dialogue to be mastered; (3) homework assignments that include intensive drills, vocabulary items, study of grammar notes and written exercises; and (4) review and practice material in reading and pattern drills which lead to free conversation. (Author/AMH)

ED 192 543 FL 011 496

French Basic Course, Volume 7, Lessons 66-75.

Defense Language Inst., Monterey, Calif.

Pub Date—May 69

Note—206p.: For related documents, see FL 011 520-526 and FL 011 488-497.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$3.65, cassettes \$8.00)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Programs. Adverbs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. *Pattern Drills (Language). Postsecondary Education. Pronouns. *Second Language Learning. Sentence Structure. Speech Communication. Verbs. Vocabulary Development

Volume 7 of the Basic Course in French contains 10 lessons, one for each day of the fourteenth and fifteenth weeks of the intermediate phase. Every fifth lesson is a review lesson. The objective of the intermediate phase is to enable the student to distinguish and use the most essential structures of French. The approach is audio-lingual and student-centered. This volume includes such features as ad-

verbs, demonstrative pronouns, the pluperfect tense, and further work in conditional sentences. The individual lessons include the following elements: (1) perception drills on new materials; (2) a dialogue to be mastered; (3) homework assignments that include intensive drills, vocabulary items, study of grammar notes and written exercises; and (4) review and practice material in reading and pattern drills which lead to free conversation. (Author/AMH)

ED 192 544 FL 011 497

French Basic Course, Volume 8, Lessons 76-85.

Defense Language Inst., Monterey, Calif.

Pub Date—Jun 69

Note—185p.: For related documents, see FL 011 520-526 and FL 011 488-497.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$3.45, cassettes \$9.60)

Language—French; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Programs. *Audiolingual Skills. *Dialogs (Language). *French. Grammar. Instructional Materials. *Intensive Language Courses. Language Skills. Listening Comprehension. *Pattern Drills (Language). Postsecondary Education. *Second Language Learning. Sentence Structure. Speech Communication. Verbs. Vocabulary Development

Volume 8 of the Basic Course in French contains 10 lessons, one for each day of the sixteenth and seventeenth weeks of the intermediate phase. Every fifth lesson is a review. The objective of the intermediate phase is to enable the student to distinguish and use the most essential structures of French. The approach is audio-lingual and student-centered. This volume includes such features as present participle usage, the passive voice, the simple past tense, and verbal constructions. The individual lessons include the following elements: (1) perception drills on new materials; (2) a dialogue to be mastered; (3) homework assignments that include intensive drills, vocabulary items, study of grammar notes, and written exercises; and (4) review and practice material in reading and pattern drills which lead to free conversation. (Author/AMH)

ED 192 545 FL 011 521

French Basic Course, Area Studies.

Defense Language Inst., Monterey, Calif.

Pub Date—Apr 70

Note—143p.: For related documents, see FL 011 488-497 and FL 011 520-526.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$2.60)

Language—French

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Programs. African Culture. *Area Studies. *Cross Cultural Training. Cultural Education. Foreign Culture. *French. Instructional Materials. *Intensive Language Courses. Postsecondary Education. *Second Language Learning

This volume provides the prescribed cultural background that is part of the final phase of the Basic Course in French. The texts provide the basis for discussions and personal research through which students become acquainted with various aspects of the French-speaking world and learn the referential meaning of words and expressions as they are understood by the educated native speakers of French. The topics presented include: (1) French geography, politics, agriculture, family life, education, the military academy, industry, holidays, literature, and history; (2) other countries where French is spoken, such as, Belgium, Switzerland, Guiana, Haiti, Algeria, and Zaire; (3) the French in America; and (4) means of transportation in Central Africa. (Author/AMH)

ED 192 546 FL 011 568

Persian. Reader 1: Area Background.

Defense Language Inst., Monterey, Calif.

Pub Date—Mar 66

Note—121p.: For related documents, see FL 011 460-466.

Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 (\$2.10; accompanying cassettes \$9.60)

Language—Persian; English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Area Studies. *Audiolingual Methods. Cultural Education. *Persian. Postsecondary Education. *Reading Materials. Second Language Instruction. Textbooks. Vocabulary. Word Lists

The seven chapters in this reader include articles on Iranian history, geography, educational system, government, poets and poetry, and anecdotes. Accompanying cassettes are readings of the articles and vocabulary pronunciation practice. The reader includes an English-Persian word list. (DLI/JB)

ED 192 547 FL 011 571

Grosse, Philip

Baseball-Beisbol: Spanish-English.

Pub Date—80

Note—24p.

Available from—Philip Grosse, 5055 North 83 Street, Scottsdale, AZ 85253 (\$1.25).

Language—Spanish; English

Pub Type—Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Baseball. Cultural Education. English (Second Language). Second Language Instruction. *Spanish. *Vocabulary Development

This pamphlet is an alphabetical English-Spanish listing of more than three hundred words, phrases, and sentences related to the game of baseball as it is reported in Mexico City, in border towns, and in Spanish language newspapers in the United States. At the end of this dictionary are listed the major league teams of the United States and Canada in English and Spanish. Many of the Spanish words are Mexicanized English, such as "el jomron" a home-run, and "el ampayar," the umpire, while others are taken directly from English like "el pitcher," "el score," and "safe." The listings that are phrases and sentences are taken from newspaper reports of actual games. This pamphlet may be used in the Spanish classroom as a cultural item. It can also be employed in a bilingual program, in an English for special purposes course, or even for use in the media. (PJM)

ED 192 548 FL 011 572

Distance Education: Selected Titles.

Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date—79

Note—300p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Administrator Education. *Audiovisual Communications. Basic Skills. Bibliographies. *Correspondence Study. Counseling. Curriculum. Educational Planning. *Educational Radio. Educational Technology. *Educational Television. English Instruction. Health Education. Instructional Films. Instructional Materials. Literacy Education. Multimedia Instruction. Nonformal Education. Political Science. Program Development. Program Effectiveness. Program Evaluation. Second Language Instruction. Social Studies. Student Attitudes. Teacher Attitudes. Teacher Education. Technical Education. Testing. Theses. Urban Education. Vocational Education

This bibliography of education from a distance (by correspondence or telecommunication) covers materials produced in the late 60s and in the 70s. All facets of education and a variety of instructional subjects are covered. The 1,866 entries are not annotated. Both published and unpublished materials (many of the latter available from ERIC) are included. The great majority of items are in English, although other languages are covered as well. Items are arranged alphabetically by author. A subject index is provided, and addresses for obtaining items and for further information are appended. (JB)

ED 192 549 FL 011 573

English Teachers' Journal (Israel), No. 22.

Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.

Pub Date—Dec 79

Note—63p.

Available from—Raphael Gefen, English Inspectorate, Ministry of Education, P.O. Box 292, Jerusalem, Israel (\$1.00)

Pub Type—Guides - Classroom - Teacher (052) Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, Disadvantaged, Drama, Elementary Secondary Education, *English (Second Language), Error Analysis (Language), Grammar, Lesson Plans, Reading Comprehension, *Teaching Methods, Writing Instruction

Identifiers—Israel

This issue of a journal devoted to teaching English as a second language, with emphasis on Israeli public schools, contains the following articles: (1) "The Analysis of Pupils' Errors," (2) "Subject/Predicate Word Order in English," (3) "Some Lesson Plans for Grade 4," (4) "Re-Thinking English in Grade 5," (5) "English through Drama Techniques," (6) "Towards an English Syllabus for the Socially-Disadvantaged II," (7) "Teaching Literature to Socially-Disadvantaged Learners," (8) "Group-Work and Reading Comprehension," (9) "Teaching Writing to High School Students," and (10) "Everyman's English-Secondary Level." (JB)

ED 192 550 FL 011 574

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction), Vol. 11 No. 1.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date—80

Note—136p.

Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (15 German Marks)

Language—German

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Research, Linguistics, *Modern Languages, Reference Materials, Research Tools, Resource Materials, *Second Language Instruction, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 303 items in this issue appeared in 1979 and 1980 but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French, and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German, and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers, and institutions. The publication concludes with a cross-reference index of author/title to entry number. (Author/AMH)

ED 192 551 FL 011 580

Gardner, R. C. Social Factors in Language Retention. Research Bulletin No. 514.

University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—[79]

Note—34p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ethnicity, Language Acquisition, *Language Attitudes, Language Skills, *Learning Motivation, Majority Attitudes, *Retention (Psychology), *Second Language Learning, Social Attitudes

Identifiers—English Canadians, French Canadians

Social, attitudinal, and attitudinal factors that influence acquisition of a second language can also have an effect on the subsequent retention of that language. "Retention" is the maintenance or improvement of proficiency in a language following its acquisition. A study by G. Edwards shows that long-term retention of linguistic and communicative competence in a second language for bilinguals is a function of: (1) successful prior or initial learning,

(2) opportunity to use the information initially acquired, and (3) interest in using this information. Past research has concentrated on social factors of language acquisition rather than language retention. However, since retention depends on language competence, those factors that affect competence will also affect retention. These social factors include: (1) positive orientation toward the language group; (2) attitudes toward the learning situation; and (3) learner motivation. Of these three, motivation is the main factor linking attitudes to achievement. Additional factors are the individual's willingness to participate in activities to promote retention of the language, the perception of the prestige of the native language, and the individual's self-image when using the native language. (PJM)

ED 192 552 FL 011 583

Buteau, Magdelhayne F. And Others

Evaluation de l'apprentissage des langues étrangères. Une bibliographie sélective (Evaluation of Second Language Learning. A Selective Bibliography).

Center for Research and Studies for the Diffusion of French, Saint Cloud (France); International Center for Pedagogical Studies, Sevres (France); McGill Univ., Montreal (Quebec).

Pub Date—79

Note—45p.

Language—French

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingualism, English (Second Language), *Evaluation Methods, French, Language Skills, *Language Tests, Longitudinal Studies, Measurement Techniques, Measures (Individuals), *Second Language Learning, *Testing

This bibliography of 138 works published since 1970 deals with evaluating the acquisition of language skills. The work is appropriate for foreign language instruction and English as a Second Language. The bibliography is divided into four sections: (1) controlled experiments; (2) evaluation in general; (3) evaluation in foreign language learning; and (4) bibliographies on evaluation, including collections of tests. The first section lists works on experiments in second language instruction that have resulted in an evaluation. Part two deals with basic works, particularly those which treat particular aspects and processes of evaluation. The third section is divided into three parts: (1) factors to be evaluated, that is, book, articles and tests on testing the various language skills; (2) testing techniques that have resulted in special studies, namely, dictation, cloze procedure, multiple choice and translation; and (3) works treating current preoccupations and problems, especially self-evaluation and bilingualism. (AMH)

ED 192 553 FL 011 586

Carpay, Jacques

Cognitive Mastery of Grammar Rules in Foreign Language Learning. Some Experimental Work Based on the Vygotskian Model.

Pub Date—80

Note—63p.: Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audiovisual Instruction, Cognitive Processes, Dutch, *Grammar, Interference (Language), Language Patterns, *Language Processing, Language Research, Learning Activities, Models, Psycholinguistics, *Russian, *Second Language Learning, Socialization, Symbolic Learning, Transfer of Training

Identifiers—*Vygotsky (Lev S)

The research discussed here, primarily that of P.J. Gal'perin and his associates at the University of Moscow, is an experimental demonstration of basic tenets of Vygotsky's theory. According to Gal'perin, grammatical knowledge is formed first by teaching the students material grammatical actions: these actions are ultimately to become mental actions. These mental actions are developed by passing through a series of stages in which the action takes successively different shapes, that is, material, verbal, and mental shapes. The teaching strategies developed by Gal'perin are discussed in some detail. Further discussion is devoted to a series of experiments in which use is made of: (1) visual models which materialize the grammatical structure underlying the concept of verb aspect in Russian, and (2)

an activity algorithm which serves as a recipe for the performance of the given task. (Author/AMH)

ED 192 554 FL 011 591

Chun, Judith, Ed.

Second Language Acquisition Notes and Topics, Volume 10, Number 1. A Newsletter for Researchers and Teachers.

San Francisco State Univ., Calif.

Pub Date—May 80

Note—86p.

Available from—English Department, San Francisco State University, San Francisco, CA 94132 (\$1.00 in North America, \$2.00 elsewhere)

Pub Type—Collected Works - Serials (022) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Abstracts, Auditory Perception, Bilingual Education, *Bilingualism, *Conferences, Educational Research, English (Second Language), Immigrants, *Language Research, Newsletters, *Second Language Instruction, Second Language Learning, Testing

Identifiers—*Australia, English (Australian), Language Contact

This issue of a newsletter for second language researchers and teachers features an article by Michael Clyne entitled "Research on Bilingual and Second Language Acquisition in Australia." The article provides abstracts of Australian research projects in English as a second language, perception of Australian English speech, testing second language proficiency, acquisition of second languages other than English, bilingualism-bilingual language acquisition-immigrant languages in the contact situation, and bilingual education. A bibliography of recent and forthcoming publications is appended to the article. The remainder of the newsletter is devoted to a variety of reports from conferences (including a lengthy report on TESOL '80), resumes of research in progress, a listing of upcoming conferences, and announcements. (JB)

ED 192 555 FL 011 592

Strategies for Teaching Culture in Foreign Language Classes.

Washington Association of Foreign Language Teachers, Pullman.

Spons Agency—National Endowment for the Humanities (NEH), Washington, D.C.

Pub Date—78

Note—140p.: Prepared by the NEH Institute/Workshop for the Teaching of French Culture, University of Washington (Seattle, WA, July 1978).

Language—English; French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, Class Activities, *Cultural Education, Food, *French, Learning Activities, Secondary Education, *Second Language Instruction, Spanish, Teaching Methods, Units of Study

This guide to cultural education as part of foreign language instruction begins with two short theme-setting papers: "Thoughts on Teaching Foreign Culture" by Howard L. Nostrand and "Modern Foreign Languages for Everyone: An Overview" by Alain Blanchet. A cultural events calendar presents a month-by-month program of activities built around cultural themes: culture games and culture discovery unit, stereotyping, folklore, intra-school class exchange, "corresponding" cultures, art fair, international dinner, foreign language festival, and a trip to a foreign country. Extensive reports on a French meal and a Spanish meal follow. Two complete cultural units conclude the document. The first is entitled "Le rôle du pain dans la vie française" ("The Role of Bread in French Life"). A variety of activities and projects includes a guide to accompanying slides, a "cultoon," and a mindmap. The second unit, "Le Français des jeunes" ("The French of Young People") revolves around youth culture in France and provides a list of slang expressions. (JB)

ED 192 556 FL 011 596

Bayuk, Milla, Comp. Bayuk, Barry S., Comp.

Suggestology and Suggestopedia: A Selective Bibliography of Western Sources.

Pub Date—80

Note—34p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Educational Psychology, *Learning Theories, Music, Perception, Psycholinguistics, Psychophysiology, *Second Language Instruction, *Teaching Methods Identifiers—*Lozanov Method, *Suggestopedia

Newcomers to the field of suggestopedia, or the Lozanov method, are at a loss as to how and where to obtain literature on this subject, thus prompting the publishing of this bibliography. Recent interest has been spurred by, among other things, the establishment of the Society for Suggestive-Accelerative Learning and Teaching (SALT) in America and the publishing in English of Lozanov's "Suggestology and Outlines of Suggestopedia." This bibliography, with more than two-hundred titles, was compiled with information from ERIC, Social Scisearch, Comprehensive Dissertation Abstracts, Language and Language Behavior Abstracts, and an MLA bibliography. In addition to the works dealing directly with suggestopedia, an addendum with 22 titles lists: (1) sources dealing with psychological and physiological research on the brain and its function in learning, (2) works treating subliminal suggestion and perception, and (3) papers on the influence of music on learning and behavior. (PJM)

ED 192 557 FL 011 597
Holec, Henri

Autonomy and Foreign Language Learning.
Council for Cultural Cooperation, Strasbourg (France).

Pub Date—79

Note—65p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Communicative Competence (Languages), *Independent Study, *Second Language Learning, Self Evaluation (Individuals), Student Educational Objectives, *Student Responsibility Identifiers—*Autonomy (Personal)

The autonomous language learner takes responsibility for the totality of his learning situation. He does this by determining his own objectives, defining the contents to be learned and the progression of the course, selecting methods and techniques to be used, monitoring this procedure, and evaluating what he has acquired. Objectives are specific to the learner, and the learner's communicative needs determine the verbal elements chosen. Learning thus proceeds from ideas to correct grammatical, lexical, and phonological form. The self-directed learner chooses the methods of instruction through trial-and-error. His selection is based on the objectives set and its applicability to internal and external constraints. The student evaluates his attainment through his objectives, and this evaluation helps him to plan subsequent learning. The concept of autonomous learning requires a redefinition of knowledge from an objective universal to a subjective individual knowledge determined by the learner. For teachers, it means new objectives which help the learner define his personal objectives and help him acquire autonomy. Several experiments in autonomous learning are described. (PJM)

ED 192 558 FL 011 598

Benson, Douglas K.

A Select Bibliography of Sources on the Teaching of Hispanic Culture.

Pub Date—79

Note—30p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Annotated Bibliographies, Class Activities, Cross Cultural Studies, Cultural Awareness, *Cultural Education, Higher Education, Instructional Materials, *Latin American Culture, Secondary Education, *Second Language Instruction, Spanish, *Spanish Culture

The bibliography consists of three parts: (1) an introduction, with a rationale for teaching Hispanic culture in Spanish language courses; (2) a description of one model for organization and implementation of cultural materials; and (3) the bibliography itself. Suggestions are also made on how to use film material in a conscious sequence, and how to relate films to reference materials. The materials described are intended for use at the freshman/sophomore level of college language study, but most are appropriate for high school and junior high language courses as well. A distinction is made between references useful only for the teacher or for advanced students, references which would be valuable for

general classroom activities as well as for the instructor, and essential references. The references on Hispanic cultures focus on values, perceptions, non-verbal meanings and customs. (Author/AMH)

ED 192 559 FL 011 602

More Competence in Foreign Languages Needed by Federal Personnel Working Overseas. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C. Report No.—ID-80-31

Pub Date—15 Apr 80

Note—88p.

Available from—U.S. General Accounting Office, DHISF, P.O. Box 6015, Gaithersburg, MD 20760 (free)

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Competence, Evaluation Criteria,

Federal Government, *Government Employees,

*Language Proficiency, Language Skills, *Personnel Evaluation, *Personnel Policy, Second Language Instruction, Second Language Programs

Identifiers—Foreign Service

This report discusses the effectiveness of current programs and personnel policies in federal agencies with respect to foreign language needs. Overall, the United States has about 16,700 federal positions requiring language skills. The General Accounting Office (GAO) found that the foreign language competence of American personnel abroad is less than adequate for maximum effectiveness and efficiency, though some agencies are better than others. This inadequacy is attributed to the fact that the system for defining foreign language skill requirements is insufficient or nonexistent, and improvements are needed in foreign language assignments and in training policy and procedure. Low foreign language proficiency limits job performance, but efforts by federal agencies to meet language needs are hampered by: (1) inadequate planning which places insufficiently skilled people in language-related positions, (2) inadequate language training, (3) unforeseen turnover in these language-related positions, and (4) the fact that second language skill is only one of many capabilities an employee needs. Recommendations are given to help improve personnel policies and practices, language training programs, and the process for determining foreign language requirements. (PJM)

ED 192 560 FL 011 603

Schuster, Donald Ed.

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 4, Number 1, Spring 1979.

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

Pub Date—79

Note—68p.

Journal Cit—The Journal of Suggestive-Accelerative Learning and Teaching: v4 n1 Spr 1979

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Affective Behavior, Book Reviews, Cognitive Processes, Conversational Language Courses, Elementary Secondary Education, *Instructional Innovation, Learning Activities, Learning Theories, Postsecondary Education, Relaxation Training, *Second Language Learning, Teaching Methods

Identifiers—*Lozanov Method, *Suggestopedia

This volume presents articles on aspects of suggestive learning with emphasis on foreign language instruction. The following articles and reviews are included: (1) "Biofeedback in Holistic Education," by Larry O. Rouse; (2) "Report on the Helsinki Suggestopedia Seminar, June, 1978," by Kjell Weinius; (3) "Suggestology and Suggestopedia Revisited," by Cecelia Pollack; (4) "The Effects of Active Dramatic Presentation. Passive Review with Music, Practice Sentence Making, Word List Difficulty and Sex of Subject on Learning Rare English Words," by Donald H. Schuster and Terry M. Miller; (5) "One Year of Suggestopedia in France," by Fanny Saferis; (6) "SALT Teacher's Checklist," by Donald H. Schuster; (7) "Book Review of 'Super-learning,'" by Richard A. Wheeler; (8) "Book Review of 'Une révolution dans l'art d'apprendre,'" by Wil Knibberler; and (9) "Abstract of 'Hypnosis and Language Learning,'" by Myrna Lynn Hammerman. (AMH)

ED 192 561

FL 011 604

Liberto, Shelley M.

Learning Arabic Sounds: A Guide to the Pronunciation of the Phonemes of Arabic for Native Speakers of English.

Pub Date—80

Note—58p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Arabic, Articulation (Speech), Consonants, *Phonemes, Phonology, *Pronunciation Instruction, *Second Language Learning, Vowels

The purpose of this guide is to teach English speakers accurate pronunciation of the Modern Standard Arabic phonemes. Included are discussions concerning attitudes toward language learning in general, basic linguistic concepts, a descriptive survey of the phonemes with detailed instructions for their production, and lists of minimal pairs suggested for use in phonology drills and exercises. The distinctive features of the phonemes are graphically described and verbal instructions lead the student to their proper pronunciation. Attention is given to the special difficulties encountered by native speakers of English in attaining Arabic sound production skills. Both common and exclusive characteristics of the two languages are used as a basis for comparison and contrast, directing the student to the discovery and understanding of the new and different Arabic sound system. The guide assumes the aid of a native Arabic speaker as a model for mimicry and a source of criticism and correction. (Author/PJM)

ED 192 562

FL 011 605

Gritter, Frank M.

Evaluation of the German-American Partnership Program between Madison Public Schools and Neutourschule of Mainz, Federal Republic of Germany.

Goethe House, New York, N.Y.

Pub Date—79

Note—41p.; Headings printed in colored ink will not reproduce well.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Education, *Cultural Exchange, *Exchange Programs, *German, High School Students, Language Proficiency, Program Evaluation, Secondary Education, Second Language Learning, *Second Language Programs, Student Attitudes, Student Motivation

Identifiers—*German American Partnership Program, West Germany

The program evaluated here involved a two-way exchange of students and teachers from a school in Mainz and two high schools in Madison, Wisconsin. Homestay and cultural touring were outstanding aspects of the program. To measure the impact of the program on American participants, tests and questionnaires were administered before and after the visit. These instruments produced evidence that strongly suggests that the program had a highly favorable impact on desire to speak German as well as on self-confidence in self-expression in German. The great majority of students showed considerable improvement in fluency, and there appeared to be a positive carryover into reading ability. Students, who all went into the program with a positive attitude toward German language, culture, and people, had that attitude strongly reinforced. From the standpoint of language learning, the most significant factor appears to be the development of an "integrative" attitude toward the German language and people. The measurement instruments are appended. (JB)

ED 192 563

FL 011 606

Isaac, Elizabeth P., Ed. Twarog, Leon L., Ed.

Proceedings of the National Conference on Individualized Instruction in Foreign Languages (1st, Columbus, Ohio, May 10-12, 1979).

Ohio State Univ., Columbus. Coll. of Humanities.

Pub Date—79

Note—216p.

Pub Type—Collected Works - Proceedings (021)

Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Arabic, *College Second Language Programs, French, German, Higher Education, *Individualized Instruction, Latin, Program Administration, Russian, *Second Language Instruction, Small Colleges, Spanish, Speech Skills, Teacher Education, Uncommonly Taught Languages

Identifiers—Ohio State University

This conference covered the following topics: (1) individualized instruction in Arabic, French, German, Latin, Russian, and Spanish at the Ohio State University; (2) individualized instruction in the same languages at other institutions; and (3) individualized instruction in other languages. Panel discussions included individualized instruction at small institutions, developing oral proficiency in an individualized setting, a roundtable discussion for administrators of individualized programs, and training teachers for individualized instruction. (JB)

ED 192 564 FL 011 609

Harry, Ralph Mandel, Mark

Language Equality in International Cooperation.

Esperanto Documents, New Series, No. 21.

Universal Esperanto Association, Rotterdam (Netherlands).

Pub Date—79

Note—33p.: Based on a paper presented at the Annual Convention of the International Studies Association (18th, St. Louis, MO, March 1977).

Available from—Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl 3.00)

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Problems. *International Relations. Interpreters. *Official Languages. Translation

Identifiers—*Esperanto. *United Nations

The policies of the United Nations with regard to the six official languages have left holes in the fabric of international cooperation. Maintaining language services in all six languages has proved to be an impossibility because of the scarcity of trained interpreters and translators between, for instance, Chinese and Arabic. English, French, and Spanish are of necessity favored and are often used exclusively for various U.N. activities. Reliance on relay translation leaves many delegates at a disadvantage. Maintaining extensive language services is a strain on limited financial resources. Even full language services would not bring linguistic democracy to the United Nations; many delegates would still be hampered by the need to communicate in a language not in use, officially or culturally, in their country. Ironically, a single official language could prove more of a diplomatic force than pluralism, since delegates could count on being able to communicate in a spontaneous and unstructured manner with each other. However, it is not possible in the present day to impose any national language as the sole diplomatic lingua franca. Esperanto, as an established, easy-to-learn, international language with no attachment to any particular nation or people, should be considered as the solution to the communication difficulties of representatives from the nations of the world. (JB)

ED 192 565 FL 011 620

Fade, P.

Proposition pour lire (A Proposal about Reading).

Melanges Pédagogiques, No. 10.

Nancy Univ., (France). Centre de Recherches et d'Applications Pédagogiques en Langues.

Pub Date—79

Note—19p.

Language—French

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Descriptions. *Directed Reading Activity. *English (Second Language). French. Postsecondary Education. Reading Comprehension. *Reading Instruction. *Reading Skills. Teaching Methods

Identifiers—France

The student of English as a second language in the French school system is confronted with morpho-syntactic and lexical difficulties when he or she reads texts on the university level. In addition to these difficulties, the method of approaching the text may also prove to be a problem. A method is outlined to help the student achieve an active and receptive reading skill. The student reads the first sentence of each paragraph prior to reading the whole text. This technique enables him to spot the major pieces of information, to structure the text at the macroscopic level, to predict the content of the paragraphs, and to localize the information. The use of this method in a university-level course is described, and the limitations of the method are discussed. (Author/AMH)

ED 192 566

Duda, R.

Are Language Skills Irrelevant? Melanges Pédagogiques, No. 10.

Nancy Univ., (France). Centre de Recherches et d'Applications Pédagogiques en Langues.

Pub Date—79

Note—13p.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills. *Communicative Competence (Languages). Educational Objectives. Experiential Learning. *Language Skills. Learning Processes. Linguistic Theory. Postsecondary Education. Psycholinguistics. *Second Language Learning. Sociolinguistics. *Teaching Methods

The recent development of the communicative approach to foreign language instruction has been accompanied by many methodological applications, most of which have revolved around an authentic use of discourse. This evolution in language instruction presents some problems, especially when communicative competence is interpreted too narrowly. Some practitioners and theoreticians are beginning to reexamine the pertinence of a differentiated training in language skills and aptitudes. These considerations have led to an examination of the status and treatment of linguistic aptitudes as they are presented in teaching materials presently available and in the framework of training in communicative competence. The linguistic aptitudes or skills in question fall into four categories: psycholinguistic, sociolinguistic, linguistic, and pedagogical. Specific training in these skills may be more economical for the learner and enable the learner to take short-term needs into account, to progress at different speeds in different skills, and to have more scope for self-direction. (Author/AMH)

ED 192 567

Baudot, Alain And Others

Identité culturelle et francophonie dans les Amériques (Cultural Identity and the French Language in the Americas). Series No. B-88.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date—80

Note—301p.: Proceedings of the Colloquium on Cultural Identity and the French Language in the Americas (3rd, Toronto, Ontario, June 2-5, 1976).

Language—French

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Creoles. *Cultural Awareness. Cultural Influences. Elementary Secondary Education. *Ethnicity. Films. *French. Higher Education. *Language Maintenance. *Language Role. Language Variation. Music. News Media. Popular Culture. Radio. Sociolinguistics. Standard Spoken Usage. Television. Theater Arts

These papers, given at five general sessions and fifteen workshops, discuss the relationship between cultural identity and the French language in the Americas, and deal with the following topics: (1) French speech in Canada; (2) anthropology and cultural identity; (3) translation; (4) French in Ontario and New England; (5) sociology; (6) communities in Ontario and Louisiana; (7) the French to be taught in schools; (8) Creole and French in the Antilles; (9) history and nationalism; (10) sociolinguistic questions; (11) the minority writer; (12) popular traditions; (13) theater, the conscience of the people; (14) religion; (15) cinema; (16) the local press; (17) the publishing industry; (18) songs; (19) radio and television; and (20) political power and the survival of French. (AMH)

ED 192 568

Verma, Manindra K., Ed.

The Notion of Subject in South Asian Languages. South Asian Studies Publication Series, Number 2.

Wisconsin Univ., Madison. South Asian Language and Area Center.

Pub Date—76

Note—292p.: Papers presented at the Symposium on the Notion of Subject in South Asian Languages (Madison, WI, August 1975).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Bengali. Descriptive Linguistics. Gujarati. Hindi. Kannada. Kashmiri. Malayalam. Nepali. Panjabi. Sanskrit. Singhalese. *Syntax.

FL 011 621

Tamil, Urdu

Identifiers—Indo Aryan Languages. *South Asian Languages. *Subject (Grammar)

The following papers on subject in South Asian languages are compiled here: (1) "Subject in Sanskrit" by George Cardona; (2) "Is Sinhala a Subject Language? (or, How Restricted is Your PNP?)" by James W. Gair; (3) "Some Syntactic Reflexes of Sub-Categories of Agent in Hindi" by Peter Edwin Hook; (4) "The Notion 'Subject,' a Note on Hindi-Urdu, Kashmiri and Panjabi" by Yamuna Kachru, Braj B. Kachru, and Tej K. Bhatia; (5) "The Notion of Subject and Agent in Hindi" by Anjani Kumar Sinha; (6) "Subjecthood, Reflexivization, Emphatic Pronominalization and Clause Matedness in Bengali (with Some Side Glances at Hindi)" by M. H. Klaiman; (7) "Nested Caste Relations and the Subject in Tamil" by James M. Lindholm; (8) "Dative Subject in Malayalam" by David W. McAlpin; (9) "From Passive to Ergative in Indo-Aryan" by Bruce R. Pray; (10) "The Notion of 'Subject' in Kannada" by S. N. Sridhar; (11) "Subject in Gujarati: An Examination of Verb-Agreement Phenomenon" by P. J. Mistry; and (12) "The Notion of Subject and the Data from Nepali" by M. K. Verma. (JB)

ED 192 569

MacDougall, Bonnie Graham de Abrew, Kamini Sinhala: Basic Course. Module 1: Beginning Signs and Letters.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date—79

Note—119p.: For related documents, see FL 011 699-700. Photographs will not reproduce well. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No. 044-000-01764-4, \$4.25)

Language—English; Singhalese

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Alphabets. Learning Modules. Postsecondary Education. Reading Instruction. Second Language Instruction. *Singhalese. *Writing Instruction. Written Language

This course on the language of Sri Lanka is intended to be taken under a Sinhala-speaking instructor. This module introduces the Sinhala writing system. The emphasis of the module is on letter recognition. Directions for writing the symbols in the "basic" alphabet are provided so that students will have a culturally appropriate and phonetically accurate method of writing down words. Many photographs of Sinhala signs are included. Each of 28 lessons covers a specific aspect of reading and writing characters. With the addition of four practice reading sections at the conclusion of the module, this first part of the course can be completed in about 15 hours. (JB)

ED 192 570

MacDougall, Bonnie Graham de Abrew, Kamini Sinhala: Basic Course. Module 2: General Conversation.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date—79

Note—337p.: For related documents, see FL 011 698-700. Photographs will not reproduce well. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No. 044-000-01765-2, \$7.50)

Language—English; Singhalese

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Conversational Language Courses. Cross Cultural Training. Cultural Education. Dialogs (Language). Grammar. Learning Modules. Postsecondary Education. Second Language Instruction. *Singhalese. Speech Instruction

Identifiers—Sri Lanka

This course on the language of Sri Lanka is intended to be taken under a Sinhala-speaking instructor. This module consists of 90 "cycles," or short lessons, each based on a theme from everyday life. Dialogues appear occasionally among the cycles. Major themes include classroom expressions, terms of address, talking about money, conducting embassy business, taking the bus, knowing languages, the daily routine, the land and the people, paddy cultivation, and traveling by rail and air. In addition to drills and word lists, each lesson includes notes on structures of prominence in that lesson. Many photographs depicting life on Sri Lanka are included. (JB)

ED 192 571 FL 011 700
MacDougall, Bonnie Graham de Abrew, Kamini
Sinhala: Basic Course. Module 3: Sinhala Structures.

Foreign Service (Dept. of State), Washington, D.C.
Foreign Service Inst.
Pub Date—79

Note—94p.: For related documents, see FL 011 698-699. Photographs will not reproduce well.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No. 044-000-01766-1, \$4.25)

Language—English; Sinhalese
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Form Classes (Languages), *Grammar, Learning Modules, Phonology, Postsecondary Education, Second Language Instruction, *Sinhalese

This course on the language of Sri Lanka is intended to be taken under a Sinhala-speaking instructor. The present module is intended as a reference manual on Sinhala structures which will supplement and expand on the brief notes that appear in Module 2 (see related documents). After a brief explanation of the Sinhala sound system, the grammatical system is described under the following main headings: introduction to nouns, cases, definite and indefinite forms of the noun, basic classes of verbs, present tense forms, present verbal adjective form, past tense forms, infinitive form, participle, participial adjective, forms of verbs ("when," "if," "even if," "although," etc.), relationships among verbs, clause subordinators, nouns derived from verbs, adjectives, pronouns, postpositions, particles, numerals and quantity, word boundaries, spelling, and style and dialect. (JB)

ED 192 572 FL 011 701
Thibault, Pierrette

Le Français parlé. Etudes sociolinguistiques (Spoken French. Sociolinguistic Studies). Current Inquiry into Languages and Linguistics 30. Linguistic Research, Inc., Edmonton (Alberta).
Pub Date—79

Note—175p.: Not available in paper copy due to small print size of original document.

Available from—Linguistic Research, Inc. P.O. Box 5677, Station L, Edmonton, Alberta, Canada T6C 4G1 (\$12.00)

Language—French
Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Dialect Studies, *French, *Language Attitudes, Language Research, *Language Usage, *Language Variation, Sociocultural Patterns, *Sociolinguistics, Speech, Speech Communication, Standard Spoken Usage
Identifiers—*Quebec (Montreal)

This volume contains twelve articles dealing with the French language as spoken in Quebec. The following topics are addressed: (1) language change and variation; (2) coordinating expressions in the French spoken in Montreal; (3) expressive language as source of language change; (4) the role of correction in conversation; (5) social change and communication between anglophones and francophones in Montreal; (6) French in Quebec considered under the aspect of social object; and (7) attitudes of francophones toward the French spoken in Quebec. The articles were contributed by P. Thibault, J. Clermont, H. Cedergren, M. Lennig, C. Tousignant, D. Sankoff, W. Kemp, L. Emirkanian, D. Sankoff, J. Thibault, D. Vincent, M. Heller, D. Noel, S. Govaert-Gauthier, and D. Forget. (AMH)

ED 192 573 FL 011 703
Hughes, Arthur

Problems in Contrastive Analysis and Error Analysis.

Pub Date—80

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Contrastive Linguistics, Descriptive Linguistics, *Error Analysis (Language), *Interference (Language), Linguistic Difficulty (Interference), Second Language Learning, Structural Analysis (Linguistics)

Recent years have seen the decline in popularity of contrastive analysis (CA) and the rise of error analysis (EA) as a method for explaining and predicting errors in second language learning. In CA, it is felt that by comparing the structure of a first language (L1) to that of one being learned (L2),

errors can be predicted. These errors are caused by "interference," the negative transfer of habits from L1 to L2. CA has been disappointing in its prediction of errors because it has underestimated the contribution of the learner, has not recognized fully the nature of what is to be learned, and has not taken into account the method of presentation of L2. EA looks at the errors made in L2, and claims the identification, description, and explanation of these errors will lead to a better understanding of the language learning process. Problems with CA include the lack of appropriate description, difficulties in making comparisons, and the absence of an effective measure of difference between L1 and L2. Inadequacies of EA in description and explanation of errors are due to misconceptions about the learning process. But EA, unlike CA, does take into account the learner and the manner of presentation. (PJM)

ED 192 574 FL 011 706
Koehler, Virginia, Comp.

Teaching as a Linguistic Process. Mid-Project Research Report.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Note—58p.: Prepared through the Program on Teaching and Instruction.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Students, Class Organization, *Classroom Communication, Cognitive Processes, *Communication Research, Communication Skills, Communicative Competence (Languages), Discourse Analysis, Elementary Education, Ethnic Groups, Ethnography, *Research Methodology, *Teaching Methods

Investigators wrote proposals for research on the nature and learning of communicative processes in the elementary classroom. Three questions were addressed: (1) What is the nature of communication in the classroom? (2) How do students acquire the rules of classroom discourse? (3) What is the effect of inadequate learning of classroom discourse rules? Abstracts of eight federally-funded projects on the topic and two commissioned papers are included here. The first, "A Summary of the Research Area: Methodology and Substantive Issues," by Louis A. Gomes, suggests that successful research methodology should be shared to benefit other researchers. In "Practical Implications of the Research," Marie E. Shiels-D'Joudi examines each project in terms of its implications for the "educational practitioner." The degree of attention to practical areas in the projects varies from extensive to minimal. It is suggested that expectations for research, basic or applied, should be made clear by the funding agencies. (PJM)

ED 192 575 FL 011 708
Kee, Daniel W. And Others

Developmental Changes in the Effects of Presentation Mode on the Storage and Retrieval of Noun Pairs in Children's Recognition Memory.

Spous Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Resources.

Pub Date—[79]

Note—31p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 1979).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Language, Children, *Cognitive Development, Cognitive Processes, Language Acquisition, Language Processing, Language Research, *Memorization, Nouns, Pictorial Stimuli, Psycholinguistics, *Recognition (Psychology), Verbal Stimuli

Four problems in children's paired-associate memory were addressed: (1) reappraisal of the presumed developmental trend in presentation mode effect during grade-school years, (2) identification of the locus of this developmental effect, (3) evaluation of the influence of combined presentation (verbal plus pictorial) relative to pictorial presentation on the storage and retrieval of pairs, and (4) evaluation of the influence of combined presentation relative to verbal presentation. Five hundred seventy-six children (144 each from kindergarten and grades 2, 4 and 6) memorized 32 pairs of common nouns by the study-test recognition procedure. Results indicated an increasing superiority of pic-

torial over verbal presentations during the grade-school years. This Grade x Presentation Mode interaction was observed in the storage phase of task performance but not in the retrieval phase. Combined presentation did not influence either the storage or retrieval of pairs relative to pictorial presentation but did enhance the storage of pairs relative to verbal presentation. A developmental trend in combined presentation relative to verbal presentation was observed in the retrieval of pairs such that retrieval was facilitated by combined presentation with older children, while presentation mode did not affect retrieval for younger children. Results are discussed in terms of dual coding and elaboration theories of paired-associate memory. (Author/JB)

ED 192 576 FL 011 711
Palmberg, Rolf

A Select Bibliography of Error Analysis and Interlanguage Studies.

Abo Akademi (Finland).

Pub Date—80

Note—89p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, Contrastive Linguistics, *Error Analysis (Language), *Interlanguage, Periodicals, *Second Language Learning

This unannotated bibliography consists of four sections. Section One is a general introduction to error analysis and interlanguage studies, aimed primarily at students writing their theses and at practicing teachers with little experience in these fields. Section Two presents a list of the journals referred to in the bibliography. Section Three, the bibliography proper, includes some 800 items on error analysis and interlanguage studies, covering the period from 1970 to 1979 (including also a few "classical" papers from the late 1960s). The two most important criteria for inclusion are that items have been published and that they are in English. Books and articles on contrastive analysis are included only if they deal with either or both of the two linguistic fields in question. Review articles are included. Bibliographical items are not categorized but are arranged alphabetically according to author, chronologically for each author. Section Four presents a list of other bibliographies in the field, arranged chronologically. (Author/JB)

ED 192 577 FL 011 712

English-Dari Dictionary.

Peace Corps, Washington, D.C.

Pub Date—Jan 79

Note—318p.

Language—English; Dari

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Idioms, Phonetic Transcription, *Vocabulary, Word Lists

Identifiers—Bilingual Materials, *Dari

This 7,000-word dictionary is designed for English speakers learning Dari. The dictionary consists of two parts, the first a reference to find words easily translatable from one language to the other, the second a list of idioms and short phrases commonly used in everyday conversation, yet not readily translatable. Many of these entries have no adequate translation and may thus provide an insight into the Afghan culture. The list of translatable words gives Dari words in Arabic script and phonetic transcription. The list of idioms gives the phonetic transcription only. (JB)

ED 192 578 FL 011 713
Lavery, Grace E.

Report of Survey on Business Use of Foreign Language.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—80

Note—19p.: Research prepared through the Bureau of Research and Evaluation.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, City Government, Employment Practices, Health Services, *Language Proficiency, *Personnel Policy, *Second Languages, State Surveys

Identifiers—Pennsylvania

In 1978 a study was initiated to determine the use and importance of foreign language proficiency in Pennsylvania businesses. Two hundred eighty-four respondents represented the commercial, health, and municipal domains. Positive responses (indicat-

ing employment of personnel skilled in languages other than English) were received from 41% of businesses, 60% of health care facilities, and 79% of municipalities, thus from 43% of total respondents. The survey revealed the following trends: (1) 85% of positive responders have employees with foreign language proficiency; (2) fewer than 25% of employers include an item on language proficiency on employment applications, and fewer than 20% would consider such proficiency for promotion; (3) the most important language in all categories was Spanish, with Italian, German, and French appearing less than half as frequently (this discrepancy was less pronounced with business respondents); (4) change in client attitude brought about by foreign-language-skilled personnel seemed most important in the health field (52%); and (5) 62% of the businesses felt that expansion might increase their needs for language proficient employees. The responding organizations are listed in an appendix. Results are reported in tabular and graphic form. (JB)

ED 192 579 FL 011 722

Jones, Randall L.
An International Survey of Research in Language Testing: 1977-79.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 80
Contract—300-76-0249
Note—111p.

Pub Type—Reference Materials (130)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, Cloze Procedure, Communicative Competence (Languages), Criterion Referenced Tests, Cultural Education, Diagnostic Tests, *Educational Research, French, German, Language Proficiency, Listening Comprehension, Reading Comprehension, *Second Languages, Spanish, Speech Skills, *Testing, Test Reliability, Test Validity, Writing Skills

This compilation lists 286 current second language testing research projects in the United States and abroad. Each listing provides the name of the principal investigator, address, title of project, areas covered by the research, and a 50- to 100-word descriptive statement of the project. Date of completion or projected completion of each project is indicated. The directory is indexed by language and by research area. (JB)

ED 192 580 FL 011 735

Njock, Pierre-Emmanuel
L'univers familial de l'enfant africain (The Family Surroundings of the African Child).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No.—CIRB-B-82
Pub Date—78
Note—389p.

Language—French
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC16 Plus Postage.
Descriptors—African Languages, *Basaa, Biculturalism, *Bilingualism, Children, Cultural Context, Cultural Influences, *French, Language Research, *Language Usage, Social Influences, Sociolinguistics, *Vocabulary Development

This study on the African child had three objectives: (1) to become familiar with the environment of the African child, (2) to investigate the vocabulary to which the child is exposed at home and at school, and (3) to compare the vocabulary of the native language with that of the school. The first part of the study constituted a linguistic study of the family situation to discover the lexical repertoire of the child in his or her native language, Basaa, as well as in the French language used in school. The second part took account of the fact that the child grows up simultaneously in two worlds, the African cultural milieu and the educational milieu. The child's native culture forms the child's understanding and organization of meaning; the educational milieu uses a language whose form and content imply many realities totally foreign to the child. Part three compared the data from Cameroon children with similar data from French children as well as vocabulary of the native language and the language of the school. (Author/AMH)

ED 192 581 FL 011 741

Kaplan, Jeffrey P.
VP Anaphor Choice in Discourse.

Pub Date—80
Note—12p.; Paper presented at the Annual Meeting of the University of Wisconsin-Milwaukee Linguistics Symposium (9th, Milwaukee, WI, March 7-8, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Discourse Analysis, Pronouns, *Sentence Structure, *Structural Grammar, *Verbs
Identifiers—*Anaphora

Five types of Verb Phrase (VP) anaphors which appear to exist in free variation actually have specific grammatical, semantic, and rhetorical functions which account for the existence of some to the exclusion of others in certain syntactic environments. The five anaphors are: "do so," "do it," Verb Phrase Deletion (VPD), VPD with "too," and so-inversion. "Do so" and "do it" are the only true VP pro-forms. Certain grammatical restrictions on VPD with "too" and so-inversion that do not hold for the other three forms indicate that VPD with "too" and so-inversion are positional variants of each other. In natural speech, VPD with "too" and so-inversion are used only when subjects are compared; the others, elsewhere. Thus, where there was apparent free-variation, only more restricted forms occurred in a given environment. VPD with "too" and so-inversion are also divided along distributional and functional lines. "Too" usually occurs with one-word subjects, presents a marked, "new-old" information sequence, and an unmarked word order parallel to its preceding sentence. The function is to contrast subjects. "So" can occur with multiple subjects and produces a marked word order by subject-auxiliary inversion, thus highlighting information. Both syntactic structure and information sequencing act together, producing different rhetorical effects. (PJM)

ED 192 582 FL 011 742

Patterson, Jean Scarborough
The Influence of English on the Spanish Syntax of El Paso-Juarez.

Pub Date—79
Note—35p.; M.A. Thesis, University of Texas at El Paso.
Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bilingualism, Contrastive Linguistics, English (Second Language), Error Analysis (Language), *Interference (Language), *Language Dominance, Language Research, *Language Usage, Mexican Americans, Second Language Learning, *Spanish, *Syntax
Identifiers—Texas (El Paso)

The Spanish syntax of 36 English-Spanish bilingual students at the University of Texas at El Paso was examined to determine the variety and extent of English influence on Spanish syntax and to correlate the relative extent of this influence with selected extra-linguistic factors. The most significant finding was that the group of students having the highest rate of English-influenced Spanish syntax indicated that they spoke predominantly English with their peers; in contrast, the group of students revealing the lowest average of English-influenced Spanish syntax indicated that they spoke mostly Spanish with their peers. (Author)

ED 192 583 FL 011 743

Shwede, Allan M.
Information Processing Models of Skilled Reading: The Relationship Between Chinese Orthography and Coding Tactics in Primary Memory.

Pub Date—79
Note—36p.; Based on the author's Ph.D. Dissertation, Indiana University, 1979.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Chinese, Cognitive Processes, *Decoding (Reading), Language Processing, Language Research, *Phoneme Grapheme Correspondence, Phonology, Psycholinguistics, *Reading Processes, *Retention (Psychology), Word Recognition

A probe recall short-term retention task was used to test the applicability of the "phonological recoding" (Conrad, 1972) and "flexible decoding" (Smith, 1972) models to processing tactics used by readers of Chinese. Subjects were 45 adult speakers of Cantonese. Stimuli were lists of Chinese characters

which varied in terms of phonological and visual similarity. The dependent variable was the proportion of correctly recalled target characters from "recent" positions. Significant primary memory interference effects were observed for phonologically similar lists but not for visually similar lists. Results were interpreted with reference to the two models of skilled reading. (Author)

ED 192 584 FL 011 744

Lehtonen, Jaakko, Ed. Sajavaara, Kari, Ed.
Papers in Contrastive Phonetics. Jyväskylä Cross-Language Studies, No. 7.

Jyväskylä Univ. (Finland). Dept. of English.
Report No.—ISBN-951-678-255-8
Pub Date—79
Note—228p.

Available from—Department of English, University of Jyväskylä, 40100 Jyväskylä 10, Finland
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Auditory Perception, *Consonants, *Contrastive Linguistics, Distinctive Features (Language), English (Second Language), Finnish, Interference (Language), *Phonetics, Pronunciation, Second Language Learning, Stress (Phonology), *Vowels
Identifiers—Reduction (Phonology), *Voicing

Four papers report on phonetic differences between Finnish and English, with pedagogical implications for teaching English as a second language. "The English /ptk/-bdg/ Distinction: Data and Discussion" by Kari Suomi is a survey of recent work on the phonetic parameters of the fortis/lenis distinction. The distinction "voiced-voiceless" is preferred to "fortis-lenis." In "The Voiceless-Voiced Opposition of English Consonants: Difficulties of Pronunciation and Perception in Communication between Native and Finnish Speakers," Risto Hanninen analyzes the learning difficulties encountered by Finns in isolated words, in words included in word lists, and in words embedded in meaningful sentences. Learning difficulties vary greatly according to context. In voiced-voiceless identification tests, Finnish students failed to identify most of the tested oppositions. In "Vowel Reduction in the English of Finnish Learners" by Hannele Heikkinen, the quality of the final reduced vowel in English, when used by Finnish speakers, was found to be influenced by lip rounding reflective of Finnish "oe." Finally, in "The Discrimination and Identification of English Vowels, Consonants, Junctures and Sentence Stress by Finnish Comprehensive School Pupils," Reijo Lammimäki deals with problems of language testing as related to identification problems, and questions the usefulness of existing tests in interlanguage research. (JB)

ED 192 585 FL 011 745

Kendall, Janet Ross Mason, Jana M.
Polysemous Words and Sentence Comprehension: A Follow-Up Study.

Pub Date—80
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7-10, 1980).
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *Context Clues, Elementary Education, *Reading Comprehension, Reading Instruction, *Semantics, *Word Recognition

Three experiments were conducted to determine how children assign meaning to a multiple-meaning word in a sentence context. Fourth-grade children were given sentences in which a key word carried a meaning other than its "primary," or most familiar, meaning. Two types of multiple choice questions could then follow: in the first type, the secondary, or "correct" meaning, and the primary were among the choices. The second type had only the secondary meaning among the choices. Findings show that when the primary meaning was among the choices, it was chosen by the children, even when it was inappropriate to sentence context and the children knew the secondary meaning. This would indicate that children were not attending to sentence context, but to individual words. They correctly chose secondary meaning when it appeared without the primary meaning. Training was then conducted to determine which of two methods was more effective for teaching meaning: teaching contextualization or teaching individual words. Findings show the former to be better. Two explanations are offered: (1) grade-school reading instruction focuses more on

individual words rather than extended discourse, making contextualization difficult; and (2) ability to contextualize may be due to the child's knowledge of different meanings of a word. Thus, context training is more effective for meaning learning. (PJM)

ED 192 586 FL 011 746

M.A. in Linguistics for English Language Teaching. Projects and Dissertation Abstracts: 1969. Lancaster Univ. (England). Inst. for English Language Education.

Pub Date—79

Note—448p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Abstracts, Applied Linguistics, Course Descriptions, Educational Research, English (Second Language), *English Instruction, Language Laboratories, Literary Criticism, *Masters Theses, Reading Instruction, Sociolinguistics, Testing, Textbooks, Writing Instruction

Identifiers—*University of Lancaster (England)

All thesis projects (a total of about 800) for the M.A. in linguistics at the University of Lancaster from 1969 through 1978 are listed in this bibliography. Each description includes title, author, date, number of pages, topic categorization, and a 15- to 50-word abstract. The listing is in subject order within chronological order and is not indexed. Thesis topics with many citations include reading and writing, stylistics, language testing, English as a second language, language laboratory materials, sociolinguistics, and textbooks and syllabuses. (JB)

ED 192 587 FL 011 785

Seely, Jonathan

On Seeing Red with the "Silent Way".

Pub Date—[80]

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Color, *English (Second Language), *Mnemonics, Phonics, *Pronunciation Instruction, Second Language Instruction, Teaching Methods

Identifiers—*Silent Way (Gattegno)

As a learner-oriented approach, Gattegno's "Silent Way" has recently been receiving much attention in the teaching of English as a second language. Whereas the cognitive approach to the teaching of language deserves praise, an integral aspect of Gattegno's method includes the introduction of a 37-color alphabet, used in a one-to-one phonics approach now out of favor among reading specialists. There is an inconsistency between Gattegno's rule-oriented approach to syntax and the patternless memorization of color-grapheme correspondences. While there is much good in Gattegno's cognitive approach and subordination of teaching to learning, there is an equal danger of "seeing red" with his colors. (Author)

ED 192 588 FL 011 788

A Compendium of Bilingual Education and Related Projects at the National Institute of Education. National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 80

Note—72p.

Available from—Bilingual Team, Reading and Language Studies Division, Teaching and Learning Program, National Institute of Education, Washington, DC 20208

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, *Educational Research, Ethnic Groups, Federal Aid, Institutions, Literacy Education, Minority Groups, Multicultural Education, Program Descriptions, Second Language Learning

Identifiers—*National Institute of Education

Fifty-four current and recently-completed research projects related to bilingual education and funded by the National Institute of Education (NIE) are described. In addition to a 200- to 300-word abstract, each project description includes the name and address of the project director, the funding amount, duration of project, and the NIE project officer. Bilingualism, ethnic education, literacy education, second language acquisition, and sociocultural factors influencing education of minorities are among the frequent themes of funded projects. Projects under the direction of the following divisions of NIE are included: Reading and Language Studies Division; Teaching and Instruction Division; Learn-

ing and Development Division; Home, Community and Work Division; Testing, Assessment and Evaluation Division; Program on Education Policy and Organization; and Program on Dissemination and Improvement of Practice. Among the projects described are national centers, contract programs, grant-award studies, unsolicited awards, and regional education laboratories and centers. (JB)

ED 192 589 FL 011 789

Improvement Needed in Language Training and Assignments for U.S. Personnel Overseas.

Comptroller General of the U.S., Washington, D.C.

Pub Date—16 Jun 76

Note—34p.; Some broken type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Government Employees, *Language Proficiency, *Personnel Management, Personnel Needs, Postsecondary Education, Second Language Instruction, Second Languages

Identifiers—*Department of State, *United States Information Agency

Three years after a General Accounting Office review found that the Department of State and the U.S. Information Agency were not meeting their overseas language requirements, opportunities were still identifiable for improving this situation. The Department of State met the problem largely by lowering required proficiency levels rather than by increasing language skills. The Information Agency's percentage of appropriately filled language-designated positions actually decreased, although language-designated positions represented a larger percentage of the Agency's overseas staff than they did in 1972. To improve language capabilities, it is recommended that: (1) assignment procedures allow adequate time for language training before the assumption of posts, and that strict criteria be developed for granting training waivers; (2) the system for determining language-designated positions be based on actual job requirements and the positions be periodically reviewed; and (3) a system be developed to ensure that persons who have the greatest need for post language training are identified and given priority training. (JB)

ED 192 590 FL 011 790

Content Area Instruction for Students with Limited English Proficiency.

Bilingual Education Service Center, Arlington Heights, Ill. Indochinese Center for Material Development and Training.

Spons Agency—Illinois State Board of Education, Springfield. Bilingual Section; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Note—47p.; Some faint print. Best copy available.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Asian Americans, Cultural Background, Elementary Secondary Education, *English (Second Language), Immigrants, Language Proficiency, Second Language Instruction, *Student Teacher Relationship, Teaching Methods, Testing, Word Lists

Identifiers—*Limited English Speaking

This handbook for teachers of Asian immigrants at the elementary and secondary level presents in a straightforward manner, in outline form, information of use to teachers who must work with limited-English-speaking children from an Asian cultural background. The manners, school behavior, and parent-teacher relationships of Asian students are described. Guidelines for assessing English proficiency are set forth. Methodology and specific strategies for teaching English as a second language (ESL) are outlined. Finally, chapters are devoted to coordination with ESL and content area teachers, and to planning content area lessons. The following are included in appendices: definition and description of English proficiency levels, outline of factors that produce good interview, social humanities framework, outline of cultural topics for discussion, survival word lists, and a short article entitled "Culture and the Student." (JB)

ED 192 591

FL 011 793

Boelens, Kr.

Frisian-Dutch Bilingual Primary Schools.

Netherlands Ministry of Education and Sciences, The Hague.

Pub Date—76

Note—83p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Bilingual Education, *Dutch, Educational Assessment, Government Role, Language Attitudes, Minority Groups, Primary Education, Sociocultural Patterns

Identifiers—*Frisian, *Netherlands (Friesland)

To establish a framework for surveying the bilingual situation in the Netherlands and especially in Friesland, bilingualism is viewed from four angles: linguistically, psycholinguistically, sociolinguistically in the micro-environment (the speaker's community), and sociolinguistically in the macro-environment (the state). The background of bilingual education is sketched, and five widely differing types of bilingual schools from around the world are described. An attempt is then made at a comprehensive survey of foreign languages encountered in the Netherlands primary schools. With a basis thus built for the recognition of bilingual education in Friesland, the language situation in that province is described. Language ideology is discussed with reference to the language attitudes of first-year college students. The history of Frisian education is juxtaposed with the teaching situation today. The Flexible Education system in use in Friesland is elucidated. A consideration of the future of Frisian education revolves around the role of government as determined by statutory measures and the report of a government commission. It is concluded that, ideologically, bilingual education has a firm hold in Friesland, though its practical implementation is a continuing concern. (Author/JB)

ED 192 592

FL 011 797

Clark, Eve E.

Lexical Innovations: How Children Learn to Create New Words. Papers and Reports on Child Language Development, Number 18.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—80

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Language Acquisition, *Language Processing, Lexicology, Psycholinguistics, Semantics, Speech Communication

The meaning of children's lexical innovations is distinguished from the forms they rely on to convey meaning. Children require knowledge of the context in order to judge how the meaning of their innovation can be conveyed to the addressee. This contextualization is often achieved by default, since children tend to limit their early conversations to the here-and-now. Learning to assess what the addressee does and does not know is one factor children must attend to as they acquire the conventions of innovation. The word forms of lexical innovations seem to be acquired in a predictable order, with productive forms being mastered earlier. Children also attend to the semantic coherence of the new forms they are constructing, and regularize the lexical paradigms. This results in choosing, for instance, a single form for all agent nouns. Other principles also operate in the acquisition of the word formation rules for a language. (Author/JB)

ED 192 593

FL 011 798

Feuer, Hanny

Morphological Development in Mohawk. Papers and Reports on Child Language Development, Number 18.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—80

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Languages, *Child Language, Discourse Analysis, *Language Acquisition, Language Processing, Language Research, Nouns, Psycholinguistics, Verbal Development, Verbs, Young Children

Identifiers—*Mohawk, Prefixes, Suffixes

The spontaneous speech of a Mohawk-speaking boy was recorded from age 2;10 to 4;1. Analysis of this speech indicated that certain verbal prefixes are acquired earlier than suffixes. The pronominal pre-

fix of nouns, on the other hand, enters late. Yet, before the appearance of any nominal affix, the child already uses a pronominal possessive as a free form. Its status is that of a noun. The pattern of verb-affix acquisition appears to be language particular. The pattern of affix acquisition in general conforms to the well-known principle that irregular forms are mastered later than regular ones. Data also stress the importance of low frequency forms. These might mark important transitional periods within a child's speech development. Language acquisition research that focuses mainly on quantitative material might thus ignore important strategical clues. Overgeneralization in a child's speech is not only indicative of capacity to differentiate, but it may also reveal the manner in which new linguistic information is processed. (Author/JB)

ED 192 594 FL 011 799

Kayra-Stuart, Fortune

On Acquisition of Temporal Concepts and Temporal Words. Papers and Reports on Child Language Development, Number 18.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—80

Note—19p; Based on a doctoral dissertation, Claremont Graduate School. A portion of the paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 1977).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, Cognitive Development, Language Acquisition, Language Research, Observational Learning, Psycholinguistics, *Time Perspective, *Vocabulary Development, Young Children

Forty-five children drawn equally from nursery school, kindergarten, and first grade were administered a nonverbal imitation task, a production task, a comprehension task, and a verbal imitation task. The results of the four tasks support the Temporal Complexity Hypothesis, which states that the components of temporality—order among events (O), simultaneity of events (S), and duration of events (D)—are acquired before their coordinations (OD, SD). Results also supported the order of acquisition hypothesis which predicted the order O, S, D. The order of difficulty of the tasks was found to be nonverbal imitation (easiest), verbal imitation, comprehension, and production. Within-subject analysis of the data supported cross-subject analysis. The following conclusions are drawn: (1) conceptual knowledge generally precedes linguistic knowledge; (2) children were able to imitate words just beyond their comprehension, suggesting that they may learn to use new words through imitation; and (3) children understand temporal words before they are able to describe temporal relationships. (JB)

ED 192 595 FL 011 800

Mulford, Randa Hecht, Barbara F.

Learning to Speak without an Accent: Acquisition of a Second-Language Phonology. Papers and Reports on Child Language Development, Number 18.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—80

Note—16p; Revised version of a paper presented at the Annual Boston University Conference on Language Development (4th, Boston, MA, September 14, 1979).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Cognitive Development, Contrastive Linguistics, English (Second Language), Interference (Language), Language Research, *Phonology, *Pronunciation, Psycholinguistics, *Second Language Learning, Identifiers—*Accents, Affricates, Fricatives, Ice-landic

An investigation of the naturalistic acquisition of a second language phonology, based on the case of a native Icelandic speaker learning the fricatives and affricates of English, reveals that neither transfer hypothesis nor the developmental hypothesis alone provides an adequate explanation of second language phonological development. This development is best accounted for by a systematic interaction between general processes of phonological development and transfer from the native language. Transfer best predicts the order of difficulty of English fricatives and affricates, while the developmental hypothesis best predicts sound substitution for difficult segments. The pattern of interaction between transfer from the native language and developmen-

tal processes noted for fricatives and affricates may be somewhat different for other types of phonological segments. Finally, variability-in language models, among different language learners, and in an individual child's production—is a complicating factor for any detailed analysis of phonological development. Several ways are suggested of taking these types of variability into account in future studies of second language phonological acquisition. (Author/JB)

ED 192 596 FL 011 802

Barton, David Macken, Marlys A.

An Instrumental Analysis of the Voicing Contrast in Word-Initial Stops in the Speech of Four-Year-Old English-Speaking Children. Papers and Reports on Child Language Development, Number 18.

Stanford Univ., Calif. Dept. of Linguistics.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—80

Grant—BNS-76-08968

Note—13p; Part of a larger study of the acquisition of the voicing contrast in English, Spanish, and Cantonese.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Speech), *Child Language, *Language Acquisition, Language Research, North American English, Phonetics, Preschool Children, Identifiers—*Voicing

This paper reports on an investigation of the voice-onset-time (VOT) characteristics of word-initial stops produced by four year-old children. Instrumental analysis of the children's spontaneous speech showed that they had distinct distributions for voiced and voiceless stops at all three places of articulation and that there was very little overlap between voiced and voiceless cognates. Comparison of words uttered in isolation with words uttered in a sentence context revealed that these children had shorter VOT values in running speech. Reanalysis of data from younger children showed evidence of such modification according to context at age 1;9. However, even at age four the data were not completely adult-like: compared with adults, the four-year-olds had longer mean VOT values, there was a greater range of values, and there was less modification according to sentence context. The four-year-olds' data were interpreted as further evidence for the position that in producing voiceless stops in terms of mean VOT values, children first overshoot adult values and then only gradually draw them back towards adult values. (Author)

ED 192 597 FL 011 803

Barton, David And Others

Do Children Treat Clusters as One Unit or Two? Papers and Reports on Child Language Development, Number 18.

Stanford Univ., Calif. Dept. of Linguistics.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date—80

Grant—1-RO1-HD12488-01

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Language, *Consonants, Language Acquisition, Language Processing, Language Research, Phonology, Preschool Children, Identifiers—*Segmentals (Phonology)

This is an investigation of the phonological units used by preschool children. Twenty-four English-speaking children aged 4;0 to 5;0 were given three experimental tasks which investigated their ability to segment initial consonant clusters into phoneme-length units: (1) in a segmentation task they gave the first sound of initial cluster words; (2) in a grouping task they made initial cluster words a separate category or a subset of a larger category of words beginning with the same sound; and (3) in a symbolization task they used colored blocks to represent the sounds in initial clusters. The children were aware that words are composed of smaller segments and treated the segments as discrete units before they could identify the number of segments in a word. Data support the hypothesis that children treat clusters as units before they segment clusters into component singletons. The ability to treat the cluster as composed of two parts and to relate these parts to singleton sounds correlated with the children's prereading knowledge. (Author)

ED 192 598 FL 011 809

Teschner, Richard V.

Second-Language Acquisition and Foreign Language Teaching: The Applicability of Its Findings to the Spanish Language Programs at a University on the U.S.-Mexican Border.

Pub Date—Apr 80

Note—16p; Paper presented at the Annual Meeting of the South-West Area Language and Linguistics Workshop (9th, El Paso, TX, April 17-19, 1980); For related document, see ED 174 014.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Elementary Education, *Fluency, Individualized Instruction, Language Acquisition, Learning Problems, Learning Processes, *Listening Comprehension, *Second Language Instruction, *Second Language Learning, Spanish

Identifiers—*Texas (El Paso)

An approach to foreign language instruction that emphasizes language acquisition rather than learning will emphasize the development of listening comprehension even at the expense of oral production, since research has shown that the latter does not suffer where the former is fostered. This approach tends to reduce the restrictive workings of the "affective filter." Just how powerful that filter can be is illustrated by the poor results of Spanish programs in the public schools of El Paso, Texas. In this city, students undergo traditional FLES training, which amounts to hundreds of hours of Spanish instruction over a period of six years. Still, the effect of the program is to teach failure through the repeated reinforcement of awareness of communicative incompetence. Furthermore, a linguistic continuum of native and non-native Spanish speakers exists in El Paso, rendering nearly impossible the separate placement of Anglos who would benefit from a classroom environment free from the implied intimidation of those who speak at least some Spanish at home. An aural-comprehension approach would effect a high degree of individualization, permitting real progress for each student and freeing students from what amounts to a burden to perform. (JB)

ED 192 599 FL 011 811

Tardy, Dennis

Descriptive Bibliography of Bilingual Tests for the Secondary Level.

Bilingual Education Service Center, Arlington Heights, Ill.

Pub Date—Mar 80

Note—30p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, *Bilingual Education, Grammar, *Language Tests, Listening Comprehension, Occupational Tests, Reading Comprehension, Secondary Education, Speech Skills, Student Characteristics, *Tests, Writing Skills

One-half-page resumes of a variety of tests applicable to secondary level bilingual education have been compiled here. The following areas are covered, with the number of tests in each area in parentheses: multiple skills (5), writing (2), listening and speaking (5), grammar (4), reading (2), aptitude (3), occupational interest (4), general ability/intelligence (6), self-concept (1), achievement (6), attitudes (1), and personality (1). Each test description provides information on grade range, group and individual administration, time allotment, language of test, and institutional source of test. Abstracts of 50 to 100 words describe each test. Most of the tests described are in general use in American secondary education. (JB)

ED 192 600 FL 011 815

Clute, Myron And Others

The Longhouse, Lesson Plans and Activities.

Salmon River School District, Ft. Covington, N.Y. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Note—23p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, American Indians, Bilingual Education, Class Activities, Elementary Education, *Experiential Learning, *Learning Activities, Lesson Plans

Identifiers—*Iroquois (Tribe). Longhouses

This is a unit on Iroquois culture of the past and the aspects of that culture which continue to exist in the longhouse tradition at the present time. The unit is divided into four sections: (1) an introduction that provides a summary of background information on the Iroquois village and mode of living; (2) an outline of the concept, objectives, and materials; (3) a detailed outline of procedures for a lesson on the construction of a longhouse; and (4) a lesson plan on life inside the longhouse. The booklet contains appropriate illustrations and an activity sheet at the end. (AMH)

ED 192 601

FL 011 816

Clute, Myron. And Others

The Cradle Board and Infant Care.

Salmon River School District, Ft. Covington, N.Y. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Note—19p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, American Indians, Class Activities, *Child Rearing, Class Activities, Elementary Education, *Experiential Learning, *Learning Activities, Lesson Plans

Identifiers—*Cradleboards. *Iroquois (Tribe)

This unit deals with Iroquois culture of the past and the aspects of that culture which continue to exist in the longhouse tradition at the present time. The unit contains three sections: (1) an outline of the concept, Indian infant care, and the vocabulary, objectives, and materials; (2) a lesson plan on the mode of caring for infants in Native American culture, which includes instructional objectives, background information, materials, method, and evaluation; and (3) a similar lesson plan for the construction of a cradleboard. Each lesson plan has appropriate illustrations in pen-and-ink drawings. (AMH)

ED 192 602

FL 011 817

Clute, Myron. And Others

Onikorha (Wampum). An Illustrated Guide.

Salmon River School District, Ft. Covington, N.Y. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—78

Note—33p.; For related documents, see FL 011 818-819.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Culture, American Indians, Class Activities, Cultural Background, Elementary Education, *Experiential Learning, *Learning Activities, *Lesson Plans, Vocabulary Development

Identifiers—Iroquois League. *Mohawk (Tribe)

This collection of background material, lesson plans, and activities concerns wampum belts and other uses of wampum among the Mohawk Indians. It is divided into four sections—the introductory narrative and three lesson plans. The lesson plans are on the uses of wampum, the making of wampum, and wampum belts. Each lesson plan provides the vocabulary to be discussed, purpose, instructional objectives, materials, methods, and an activity sheet for evaluation purposes. The activities are illustrated with pen-and-ink drawings. A selected bibliography concludes the booklet. (AMH)

ED 192 603

FL 011 818

Clute, Myron. Comp. And Others

Clans of the Iroquois. Lesson Plans and Activities.

Salmon River School District, Ft. Covington, N.Y. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—78

Note—26p.; For related documents, see FL 011 817-819.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Culture, American Indians, Class Activities, Cultural Background, Elementary Education, *Experiential Learning, Family Structure, *Learning Activities, *Lesson Plans, Vocabulary Development

Identifiers—Iroquois League. *Mohawk (Tribe)

This collection of lessons intended for use with elementary school children contains material that is descriptive of the Mohawk People, a group of the

Iroquois Nation. The booklet contains an introduction on traditional kinship and family systems, unit outline on the concept of the clan, vocabulary, objectives and materials, and five lesson plans. The lesson plans cover the three main clans of the Mohawks; additional Mohawk clans; how clans are passed down; the duties of a clan mother; and activity lessons to construct a clan symbol and necklace. Each lesson plan includes vocabulary, purpose, instructional objectives, materials, methods, and evaluation. The booklet is illustrated with pen-and-ink drawings. (AMH)

ED 192 604

FL 011 819

Steele, Catherine. And Others

Kanienkehaka Tiontontienstakwa [Mohawk Guide Book]. Activities and Games.

Salmon River School District, Ft. Covington, N.Y. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—78

Note—59p.; For related document, see ED 177 858, and FL 011 817-818.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indian Culture, American Indians, Class Activities, *Educational Games, Elementary Education, *Experiential Learning, *Learning Activities, *Lesson Plans, Native Language Instruction, Vocabulary Development

Identifiers—Iroquois League. *Mohawk (Tribe)

This collection of activities and games is a supplement to "The Language Guide for Elementary Mohawk." These activities and games provide additional classroom practice for the topical language components in the companion book. The vocabulary encompasses names, singular commands, colors, numbers, foods, animals, clothing, household, money, seasons, and body parts. Examples are provided to illustrate how each activity can be used. Each activity lists the materials needed, procedure for using them, teaching method, variations, and illustrations in the form of pen-and-ink drawings. (Author/AMH)

ED 192 605

FL 011 826

Gardner, Robert C. Desrochers, Alain M.

Second-Language Acquisition and Bilingualism: Research in Canada (1970-1979). Research Bulletin No. 501.

University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Report No.—ISBN-0-7714-0167-1; ISBN-0316-4675

Pub Date—Mar 80

Note—67p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingualism, Cognitive Processes, Communication Skills, Individual Differences, Language Processing, *Language Research, Second Language Instruction, *Second Language Learning

Identifiers—Canada

This paper reviews the research on second language acquisition and bilingualism conducted in Canada over the past decade (1970-79). The material on second language acquisition is presented under the following headings: approaches to second language instruction, individual differences and second language acquisition, and effects of second language acquisition on individual characteristics. The literature on bilingualism is discussed under these headings: perceptual processes, the representation of experience, consequences of bilingualism, and bilingualism in interpersonal communication. The bulk of the paper consists of a narrative report; an 11-page bibliography, alphabetical by author, is appended. (Author/JB)

ED 192 606

FL 011 827

Parks, Douglas R. And Others

Introduction to the Arikara Language.

Mary Coll. Bismarck, N. Dak.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—79

Note—445p.; Best copy available.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*American Indian Languages, Grammar, Postsecondary Education, Secondary Education, Second Language Instruction, Textbooks, Vocabulary

Identifiers—*Arikara

Arikara is spoken by the Arikara Tribe on the Fort Berthold Indian Reservation in North Dakota. This textbook is designed for use in a beginning language class or for independent study. It is intended to be a practical introduction to the language that will serve the need for a year-long course at either the secondary or postsecondary level. It is hoped that the book also constitutes a modest contribution to the preservation of the rich Arikara linguistic heritage. The 50 lessons combine in their themes grammar instruction with vocabulary development. Verb charts and a vocabulary list are appended. (JB)

ED 192 607

FL 011 830

Nahinsky, Irwin D.

Notes on a Theory of Concept Representation in Semantic Memory. Lektos: Interdisciplinary Working Papers in Language Sciences, New Series, Volume 1.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date—80

Note—47p.; Not available in paper copy due to small print size.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classification, *Cognitive Processes, *Concept Formation, Learning Theories, *Memory, Mnemonics, Psycholinguistics, *Semantics, Verbal Learning

A theory for representation of concepts in memory is proposed which emphasizes the association of salient exemplars with the concept. Previous theories dealing with the classification processes involved in acquiring new concepts have shown that clear category boundaries do not exist. It is proposed that present theory must account for the "fuzziness" of category boundaries found in natural languages as well as how learning is nonetheless achieved. A set of exemplars, associated with the concept through learning experience, is used for comparison with a newly encountered stimulus to ascertain if that stimulus is encoded as a set of features. Thus, the exemplars associated with the concept become a collection of intersecting feature sets. In this context, the set of features common to all exemplars is considered the set of "defining" features for the concept. A concept is considered "fuzzy" to the extent that "nondefining" features in the set of represented features are more frequent than defining features. Difficulty of verifying class membership for stimuli is hypothesized to increase with fuzziness of the concept as measured by a proposed index. Tests of the theory are suggested. (Author/PJM)

ED 192 608

FL 011 833

Goodman, Bertha

Improving Foreigners' Pronunciation of American English.

Pub Date—80

Note—93p.; M.A. Thesis, Hunter College of the City University of New York.

Pub Type—Guides - Non-Classroom (055) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, Educational Needs, *English (Second Language), Foreign Students, Higher Education, Lesson Plans, Models, North American English, *Pronunciation Instruction, Second Language Instruction, Teaching Methods

Existing literature on pronunciation instruction in English as a second language is reviewed, revealing that significant attention to the improvement of American English pronunciation among foreign students has been lacking. For the teacher's benefit, an analysis of basic phonetics is presented, laying a foundation for understanding pronunciation problems of foreigners. A model of nine lessons for teaching American phonemes is developed in detail, using one example (th), but applicable to all others. A multi-approach technique is used (audio-lingual, syntactic, contrastive analysis, articulatory, theatrical, visual aids), as well as useful games and special devices. The study emphasizes the great need for, and advantages of, increased attention to pronunciation improvement. (Author)

ED 192 609 FL 011 834

Green, Barbara Gillian

The Role of the Teacher-Made Visual Aid in the Adult ESL Classroom.

Pub Date—80

Note—142p.; M.A. Thesis, Hunter College of the City University of New York.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - General (140) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adult Education, *English (Second Language), Formative Evaluation, *Material Development, Second Language Instruction, *Teacher Developed Materials, *Visual Aids

Teacher-made visual aids (as opposed to the commercial variety) for adults are evaluated. These materials are put in perspective through a determination of their relationship to current theories of visual learning, design, color, and size. Reasons for their continued applicability for adult students are considered. A description of the uses of a number of visuals (which are in the text) is included, and suggestions for the creation of similar visuals are offered. It is concluded that teacher-made visuals have an important immediacy and remain valuable in instruction in English as a second language as much for adults as for children. (Author)

ED 192 610 FL 011 835

Donaldson, Judy P.

Transcultural Picture Word List: For Teaching English to Children from Any of Twenty-One Language Backgrounds.

Report No.—ISBN-0-918452-10-4

Pub Date—80

Note—227p.

Available from—Learning Publications, Inc., Box 1326, Holmes Beach, FL 33509 (\$19.95)

Pub Type—Guides - Classroom - Teacher (052) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Arabic, *Basic Vocabulary, Bengali, *Bilingual Education, Cambodian, Chinese, Contrastive Linguistics, Dutch, Elementary Secondary Education, *English (Second Language), French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Lao, Navajo, Norwegian, Parent Participation, Persian, Portuguese, Pronunciation, Samoan, Spanish, Speech Instruction, Syntax, Tagalog, Vietnamese, *Visual Aids, Vocabulary Skills, *Word Lists

Identifiers—Danish, Tongan

This instructional aid for elementary and secondary teachers of English as a second language recommends itself especially to those situations where a bilingual teacher and a formal bilingual program are not available. The first item presented is a letter to parents translated into each of the 21 languages covered. The letter urges the parents to reinforce at home what the student is being taught in school. Information on syntax variants and common pronunciation problems is then presented for each language. Several sections are devoted to transcultural picture word lists of things, opposites, place or position, actions, colors, numbers, and shapes, with the English word for the object, action, etc. printed under the picture. The book concludes with the "220 Basic Sight Word List" of Dolch in the various languages. (JB)

ED 192 611 FL 011 839

Pali, Michael

Semantic Facilitation on a Bilingual Lexical Decision Task.

Pub Date—10 Apr 80

Note—13p.; Paper presented at the Annual Convention of the Eastern Psychological Association (51st, Hartford, CT, April 10, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, *Bilingualism, *Language Processing, Lexicology, *Memory, Psycholinguistics, Semantics, Translation

The research reported here examines the influence of knowledge of two languages on the organization of semantic information in long-term memory. Eight English-French bilingual adults were presented pairs of letter strings and had to decide whether both strings were words. Half of the trials contained English-French word pairs which required a "yes" response. Of these, half were translation pairs and half were semantically unrelated English-French word pairs. Reaction times for the

translation pairs were found to be significantly faster than those of the semantically unrelated word pairs. When this result is compared against a similar monolingual lexical decision task, it is found that the magnitude of this semantic facilitation effect is much larger, both in absolute time reduction and in the proportion of variance accounted for by the manipulation. The presence of this semantic facilitation effect indicates that the meanings of words from different languages are organized in a common area of bilingual semantic memory. (Author)

ED 192 612 FL 011 842

Cousins, Andrea

Grammatical Morpheme Development in an Aphasic Child: Some Problems with the Normative Model.

Pub Date—79

Note—49p.; Revised summary of a paper presented at the Annual Boston University Conference on Language Development (4th, Boston, MA, September 15, 1979).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aphasia, *Child Language, *Cognitive Development, *Language Acquisition, Language Research, *Morphemes, Morphology (Languages), Phonology, Psycholinguistics, Young Children

Major findings are reported of a longitudinal, naturalistic study of grammatical morpheme development in an aphasic child from 5;5 to 6;1. The majority of the morphemes were not acquired in the same order nor at the same mean length of utterance (MLU) levels reported for normal children. As an alternative to the normal acquisition model, based on the theory of cumulative grammatical complexity, it is proposed that the forms developed in order of their semantic and phonological salience, as determined by syntactic, semantic, and phonological context. It is suggested, with respect to current remedial training procedures, that neither the MLU index nor level of grammatical morpheme production serves as a reliable measure of the aphasic child's grammatical knowledge. Given the operation of temporal sequencing constraints, abnormally low levels can result from a strategic tendency to reduce the length and phonological complexity of the sound string or phrase. It is argued that the more redundant and less sonorant items are particularly susceptible to these processing constraints and that their omission does not in itself constitute evidence of a syntactic or cognitive deficit. (Author)

ED 192 613 FL 011 844

Walton, Marsha D.

The Discourse of Making Amends: A Grammar of Remedial Interchanges.

Pub Date—Apr 80

Note—16p.; Paper presented at the Southeastern Conference on Human Development (Alexandria, VA, April 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Language, *Cognitive Development, *Discourse Analysis, *Generative Grammar, *Language Acquisition, Language Research, Psycholinguistics, Speech Communication, Young Children

Narrative observations were made of remedial interchanges occurring among school children (K-4) in open classrooms. Transcripts of interchanges were typed move by move and coded according to a hierarchical coding scheme (remedy, defiance, no response, relief, ending, and ambiguous). The interchanges of the kindergartners and first graders were examined separately from those of the third and fourth graders in an effort to produce a descriptive grammar that would be capable of generating the move sequence observed at each age. The rule systems of the resulting grammars revealed only minor discrepancies. However, an examination of misses-interchanges not generated by the grammar-proved cogent for a developmental analysis. Furthermore, when all interchanges were parsed according to the grammar, an analysis of frequency of choice of a given move among the grammatical possibilities revealed a number of age differences in selection tendencies. Older children appear as more adversative, and seemingly less mature than younger children. However, by responding to a challenge with a counter-challenge, an older child reveals a readiness to play two roles, a complexity not often seen among young children. More simpli-

tic measures of complexity such as the number of moves per interchange did not change with age. (JB)

ED 192 614 FL 011 847

Leibowitz, Arnold H.

The Bilingual Education Act: A Legislative Analysis.

National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—80

Contract—400-77-0101

Note—67p.

Available from—National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Arlington, VA 22209 (\$1.25)

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indians, *Bilingual Education, Educational Planning, *Federal Legislation, Hispanic Americans, History, Immigrants, Non English Speaking

Identifiers—*Bilingual Education Act 1968, Bilingual Programs

This analysis explicates the federal legislation which is the foundation for many bilingual education efforts in the United States today. The first section sets forth the political background that led to the passage of the Bilingual Education Act of 1968. This background information considers the experiences of the Hispanic population in the southwest, the American Indian, and the European immigrant. The history of restriction and tolerance of non-English-speakers is set forth. The second section is an examination of the existing bilingual education legislation set forth analytically, but with some attention to the evolution from 1968 to 1974 and then 1978. Breadth of coverage, purposes, program design, the allocation process, the application process for program grants, and program administration are discussed. The concluding section addresses the questions raised by Congress and recent reports which suggest future directions and issues for bilingual education. (JB)

ED 192 615 FL 011 849

Newmark, Leonard And Others

Spoken Albanian.

Spoken Language Services, Inc., Ithaca, N.Y.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Report No.—ISBN-0-87950-005-0

Pub Date—80

Grant—300-76-0136

Note—356p.

Available from—Spoken Language Services, Inc., P.O. Box 783, Ithaca, NY 14850

Language—English; Albanian

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Albanian, Dialogs (Language), Independent Study, *Pronunciation Instruction, Second Language Instruction, Speech Instruction, Structural Analysis (Linguistics), *Vocabulary Development

This self-instructional book is designed for students interested in learning to speak present-day standard Albanian. It is intended to be used in conjunction with a teacher or with tape recordings that can serve as a model for oral/aural exercises. The 30 units provide material for about 180 hours of study. Each unit consists of five parts: (1) the dialog, in which the goal is to be able to recite the dialog simultaneously with the model after several repetitions, and then to coordinate the written Albanian version with accurate pronunciation; (2) an analysis which gives an explanation of how the Albanian language functions, along with generalizations the student may have missed; (3) hints on pronunciation and a practice section that focus on the details of Albanian pronunciation; (4) a listening section, where already presented material is worked into a new conversation; and (5) supplementary vocabulary. The Albanian-English glossary lists all the words in the book and the number of the page on which they were first presented. (PJM)

ED 192 616

FL 011 869

Fisiak, Jacek, Ed.

Papers and Studies in Contrastive Linguistics, Volume Eleven. The Polish-English Contrastive Project.

Adam Mickiewicz Univ. in Poznan (Poland).

Pub Date—80

Note—147p.

Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 (\$5.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Contrastive Linguistics, English, Finnish, Negative Forms (Language), Nouns, Phonemes, Phonology, *Polish, Pragmatics, Syntax, Thai, Transformational Generative Grammar, Verbs

This volume contains ten articles and a book review. Josef Vachek talks about "Vilem Mathesius as Forerunner of Contrastive Linguistic Studies." In "Contrastive Generative Grammar and Their Polish Equivalents," saying that despite different surface structures, they have identical semantic structures. A contrastive analysis of "The Generic Noun Phrase in English and Polish" is done by Janina Smolska and Jan Rusiecki. Ossi Ihalaainen's "Some Remarks on Word Order and Definiteness in Finnish and English" discusses passive syntax. Also included are: "Similarities and Differences between Notional Passive Sentences in English and Polish," by Ireneusz Bobrowski; "Non-Typical Cases of Plural Nouns in English and Polish," by Barbara Dan-cyger; "Lexical Cohesion in Text Analysis," by Aleksander Szwedeck; "An Investigation of Thai Interference in Selected American English Phenomena," by Eugene J. Briere and Colonel Sinuan Chianpong; and "Some Remarks about the Pragmatics of Negation in Polish and English," by Maria Kawinska. The review is "Phonology and Resonances: Some Remarks on Biedrzycki's 'Fonologia Angielskich i polskich rezonantow,'" by Edmund Gussman. (JPM)

ED 192 617

FL 011 870

Fisiak, Jacek, Ed.

Papers and Studies in Contrastive Linguistics, Volume Twelve. The Polish-English Contrastive Project.

Adam Mickiewicz Univ. in Poznan (Poland).

Pub Date—80

Note—138p.

Available from—Center for Applied Linguistics, 3520 Prospect St., NW, Washington, DC 20007 (\$5.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adjectives, *Contrastive Linguistics, Discourse Analysis, English, French, *Grammar, *Polish, Pragmatics, Second Language Learning, Semantics, Syntax, Vocabulary

Identifiers—Danish, Modal Auxiliary Verbs, Tense (Verbs)

This volume contains six articles. In "Integration of Linguistics as a Basis for Contrastive Studies," Hans-Heinrich Lieb discusses the problems associated with complex contrastive analysis. Hanne Martinet's "A Functional and Contrastive Analysis of Attributive Adjectives Endings in '-ant' and '-ende' in French and Danish, Respectively," shows how present participles are transferred to the adjective class in both languages. In "On Proper 'Improper Answer'" Ewa Iwanicka shows the effect of context in determining what is grammatically acceptable. Jan Rusiecki, in "Latent Bilingualism," purports that with the aid of a modest grammatical machinery and a rich vocabulary, a learner can achieve a high degree of complexity and efficacy of communication in a second language. In "Towards a Semantic Syntax of English: The Case of the Modals 'can' and 'may,'" Rene Dirven argues that there is a strong interdependence between syntax and semantics and pleads for an approach to syntax that has a built-in semantic level. James Pankhurst provides a model for analyzing time and tense relations on a cross-linguistic basis in "Closer to a Theory of Tense for Contrastive Analysis." (JPM)

ED 192 618

FL 011 874

Massey, Elizabeth T. Massey, Joseph A.

CULCON Report on Japanese Studies at Colleges and Universities in the United States in the Mid-70s.

Spons Agency—Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.; Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—Mar 77

Note—139p.; Written for the Subcommittee on Japanese Studies, U.S.-Japan Conference on Cultural and Educational Interchange. Contains some small print.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Area Studies, *College Second Language Programs, Community Involvement, Cultural Education, Graduate Study, Higher Education, *Japanese, *Language Enrollment, Language Research, Library Facilities, Second Language Instruction

Identifiers—Japan

The purpose of this report was to determine the changes that occurred from 1972 to 1976 in the field of Japanese study in the United States. The investigators compiled information from already published material and obtained data from questionnaires that were sent to all colleges and universities known to employ at least one specialist on Japan in the academic year 1976-77. The information is presented in five components: (1) teaching and training, i.e., the distribution by discipline of faculty specialists, courses and enrollment in Japanese study, study in the disciplinary courses, studying done in Japan, and Japanese study at the undergraduate, graduate, and professional school level; (2) individual and collaborative post-doctoral research and other publications; (3) service to the community beyond university walls; (4) American college and university library facilities; and (5) financial resources. The report is constructed wholly of quantitative evidence. The appendices, containing text and detailed tables, summarize the major points. (Author/PJM)

ED 192 619

FL 011 879

McCoy, John

The Full-Year Asian Language Concentration FALCON Program in Chinese Language at Cornell University.

Pub Date—May 79

Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chinese, *College Second Language Programs, Communicative Competence (Languages), Graduate Students, Higher Education, *Intensive Language Courses, Language Skills

The Full-Year Asian Language Concentration (FALCON) program was designed for students who need an intensive program in Chinese to make them proficient enough for graduate study. Using L1, FALCON teaches students to express adult concepts in L2. Since good writing requires a great degree of proficiency, it is neglected initially for the sake of a balance between speaking and reading. More time is spent on speaking to help familiarize the student with various dialects and because active speaking develops more language skills than does passive reading. The volume of reading done shows the student the vast difference in style between spoken and written Chinese. Only Chinese is spoken in oral drill sessions, while the native language is used to explain grammatical points and to gloss Chinese words in order to assure that the student fully comprehends the new material. (JPM)

ED 192 620

FL 011 880

Richards, Edward, Ed.

Al-Manakh: Language Centre Journal, Volume 4, Number 2, June 1980.

Kuwait Univ., Safat, Language Center.

Pub Date—Jun 80

Note—64p.

Available from—Kuwait University, Language Centre, P.O. Box 5486 Safat, Kuwait

Journal Cit—Al-Manakh: Language Centre Journal; v4 n2 Jun 1980

Language—English; French

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Arabic, *English (Second Language), French, Indexing, Material Development, Second Language Learning, Structural Analysis

(Linguistics), *Teaching Methods, Video Equipment

This journal for second language teachers contains seven articles. "Video in Language Teaching," by Michael Laffin, is a defense for the use of video equipment in the language classroom. In "Constructing an Index," Diane Adams-Smith and Desmond MacCullagh describe a course in medical record administration in which the students compiled a medical text-book index, thus providing them with a trial-run at setting up and maintaining a records system. Gayle Secretan, in "Role Play and Simulation Techniques for Advanced Level ESP (Science) Students," discusses the use of these techniques in teaching discourse skills. An article by Adams-Smith deals with the "1980 TESOL Convention." "The English Language Programme for Graduate Students in the University of Kuwait," by Michael Clarke and Susan Leather, outlines the course design and requirements for the ESL program. "Elaboration d'un Matériel Didactique pour un Second Semestre Débutants" (Material Preparation for Beginners, Second Semester), by J. Brunn and others, describes the choosing of objectives and the presentation of material in the French language course at Kuwait. "A Contrastive Analysis of the Noun Phrase in English and Kuwaiti Arabic" by M. Aziz F. Yassin compares the NP structure in both languages. (JPM)

ED 192 621

FL 011 888

Cargill-Power, C.

Cultural Bias in Testing ESL.

Pub Date—Feb 80

Note—12p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (15th, Birmingham, AL, February 21-23, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cloze Procedure, Cultural Context, Culture Conflict, *Culture Fair Tests, *English (Second Language), *Language Tests, *Test Bias, Test Items

Although cultural content is unavoidable as a backdrop for good language testing, cultural bias in testing English as a second language presents many dangers. A picture cue calling for a correct grammatical response may evoke an incorrect answer if the pictorial content is culturally coded. The cultural background behind a test must be accurately reflected, without misinformation or misleading emphases. Current events, especially those involving geography and "hot news items," should be questioned as a cultural setting for test items. A test designed for use abroad should not contain culture-coded items reflective only of certain American households. Test administration must take into account cultural conditioning that may find the student terrorized in the face of a typographical error, a timed test, or the language-specific bias of a cloze test. Syntactic differences between the native language and English may render certain tests useless as placement instruments. Test formats that are taken for granted in the American educational system, especially cloze tests, should be examined for the degree to which they may, by their nature, handicap one linguistic group or another. (JB)

ED 192 622

FL 011 890

Public Information Materials for Language Minorities.

National Criminal Justice Reference Service, Rockville, Md.

Spons Agency—Department of Justice, Washington, D.C.

Pub Date—80

Contract—J-LEAA-023-77

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (No. 022-003-90789-1, \$3.55); National Criminal Justice Reference Service, GIP Program, Box 6000, Rockville, MD 20850 (single copies free)

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Civil Rights, *Criminal Law, *Information Sources, *Minority Groups, *Non English Speaking

Identifiers—Law Enforcement Assistance Administration

Fourteen programs that provide civil rights and criminal justice information to non-English speak-

ers are described. The services provided by each program are summarized and a contact address is provided. The programs are located in Albany, New York; Chester County, Pennsylvania; Rockville, Maryland; Dade County, Florida; Lansing, Michigan; Laredo, Texas; Los Angeles, California; Montgomery County, Maryland; New York, New York; Prince George's County, Maryland; San Diego County, California; Santa Clara County, California; Tallahassee, Florida; and Worcester, Massachusetts. A list of the names of other current programs for language-minority groups that are funded through the Justice Department's Law Enforcement Assistance Administration Discretionary Grant Program is included. A short bibliography is appended. (JB)

ED 192 623 FL 011 891
Hanna, G. And Others

Contact and Communication: An Evaluation of Bilingual Student Exchange Programs. Informal Series 17.

Ontario Inst. for Studies in Education, Toronto. Spons Agency—Department of the Secretary of State, Ottawa (Ontario); Ontario Dept. of Education, Toronto.

Pub Date—80

Note—221p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$8.75)

Pub Type—Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Culture Contact, French, Secondary Education, Secondary School Students, *Second Language Learning, *Second Language Programs, Student Attitudes, *Student Exchange Programs, Summative Evaluation, Summer Programs

Identifiers—Canada

This is the final report of an evaluation of exchange programs operating under the Canadian Bilingual Exchange Secretariat. Two types of exchange programs are evaluated: a summer program between groups of secondary students from selected schools in Quebec and Ontario, and a school-year program between groups of students from selected schools in the same provinces. Student characteristics and effects of programs on student attitudes are discussed. The overall effects of both programs were found to be positive. Important language gains were demonstrated by participants, both in terms of second-language ability and language-learning strategies. The sociocultural outcome comprised processes of gaining knowledge, establishing contact, and experiencing another culture. Recommendations include: (1) broadening the social and geographical area from which exchange participants are drawn, (2) arranging for the different needs of students in core programs and those in immersion or bilingual programs, (3) stressing participation in family and community life rather than acquisition of cultural knowledge, and (4) preparing standard resource modules. (JB)

ED 192 624 FL 011 892
Salas, Eduardo And Others

An Assessment of Hispanic Recruits Who Speak English as a Second Language.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No.—TAEG-TR-86

Pub Date—Jun 80

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Cost Effectiveness, Educational Needs, Educational Research, *English (Second Language), *Enlisted Personnel, *Language Proficiency, Military Training, *Personnel Management, Spanish Speaking

Identifiers—Navy

This study was conducted to determine the extent of the Navy's problem with recruits who speak English as a second language (ESL). One hundred two Hispanic recruits were tested and interviewed to assess their proficiency in English and problems that low proficiency might be causing in recruit training. Two groups that work with Spanish-speaking recruits responded to a questionnaire. Results indicated that: (1) the Navy needs an ESL training program, (2) the Defense Language Institute's English Comprehension Level test should be used to screen recruits for ESL training, and (3) all recruits who speak English as a second language and who have had no prior U. S. education should be referred

automatically to the ESL program. An economic analysis was also conducted. The analysis indicated that the savings resulting from lowered attrition would pay for the ESL program. (Author)

ED 192 625 FL 011 893

Berry, Dale W. Feldman, Mona A.

Evaluation of the Status and Effects of Bilingual Vocational Training. Final Report [and] Executive Summary.

Kirschner Associates, Inc., Albuquerque, N. Mex. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—Mar 80

Contract—300-77-0239

Note—305p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Education, Bilingual Education, English (Second Language), Formative Evaluation, Legislation, Program Administration, *Program Effectiveness, Surveys, *Vocational Education

Identifiers—*Bilingual Programs, *Limited English Speaking

Vocational educational programs for adults with limited English-speaking (LES) ability were surveyed and evaluated. The survey facilitated a profile of the status of bilingual vocational training, of the target group and trainee characteristics, of varieties of program design and operation, of instructional practices in English as a second language, and of outcomes for trainees. On the basis of this descriptive information, an analysis produced an assessment with the following major points: (1) efforts of LES persons to profit from vocational education are severely restricted and the problem affects millions of United States citizens; (2) inadequately trained LES persons are unable to fill the critical need for trained personnel in vital occupational categories; (3) LES persons suffer the hardships of unemployment or underemployment; (4) a critical shortage exists of instructors possessing both the job knowledge and dual language capabilities required for vocational instruction of LES persons; and (5) a shortage exists of instructional materials and of instructional methods suitable for bilingual vocational training. A process evaluation was generally appropiate regarding enrollment of appropriate target groups, effectiveness of instructional services, adequacy of noninstructional and support services, and effectiveness of planning and management. A number of legislative and administrative recommendations are offered. (JB)

ED 192 626 FL 011 894
Bibliographie Moderner Fremdsprachenunterricht

(A Bibliography of Modern Foreign Language Instruction). Vol. 11 No. 2.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date—80

Note—127p.

Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (15 German Marks)

Language—German

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Research, Linguistics, *Modern Languages, Reference Materials, Research Tools, Resource Materials, *Second Language Instruction, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign language is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 284 items in this issue appeared in 1978 and 1979 but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French, and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned

to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers, and institutions. The publication concludes with a cross-reference index of author/title to entry number. (Author/AMH)

ED 192 627 FL 011 921
Roumani, Judith

Foreign Language Learning for Older Learners: Problems and Approaches.

Peace Corps, Washington, D.C.

Pub Date—10 Apr 78

Note—13p; Not available in paper copy because of faint type in original document.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Individualized Instruction, *Middle Aged Adults, *Older Adults, Postsecondary Education, *Second Language Instruction, Second Language Learning, Teaching Methods

An examination of some of the learning difficulties of Peace Corps volunteers 45 years of age and older who have attempted to learn a second language, combined with a review of research findings on the learning capacity of older learners, reveals areas in which the older learner can be helped to more complete success in foreign language study. Specific recommendations begin with the adjustment of physical classroom conditions such as lighting, temperature, seating, and acoustics. Individual needs and abilities should be defined in terms of prior education, sex, time elapsed since formal education, and previous exposure to foreign languages. Individualized instruction should be emphasized. Instruction will be relevant to older learners if material is drawn from the lives of people their age. Self-pacing should be emphasized instead of speed. The contract approach to attainable short-term goals can be useful. Concentration will be enhanced by breaking material and study periods into short units. Visual and vocal reinforcement will facilitate memorization, and new structures will be absorbed if they are integrated into those already known. Finally, the teacher may find that anxieties will be reduced if he/she is ready to take on the role of counselor and is sensitive to difficulties. (JB)

HE

ED 192 628 HE 011 793

Hunt, Donald C.

Fifty Views of Cooperative Education.

Detroit Univ., Mich. Midwest Center for Cooperative Education.

Pub Date—78

Note—111p.

Available from—Midwest Center for Cooperative Education, University of Detroit, Detroit, MI 48221

Pub Type—Opinion Papers (120) — Books (010) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Credits, Community Colleges, *Cooperative Education, Cooperative Programs, Education Work Relationship, *Employer Attitudes, *Experiential Learning, Faculty, Field Experience Programs, Industrial Training, Liberal Arts, Planning, Postsecondary Education, Program Administration, *School Business Relationship, *Vocational Education, *Work Experience Programs

A series of opinions on many facets of the administration of cooperative education programming is presented. Part One reviews the philosophy of cooperative education including Lawrence Canjar's "convert" speech, a comparison of experiential and cooperative education, and discussions of parallel programs. In Part Two employers discuss cooperative education. Representatives of such companies as the Ford Motor Company, Lockheed Aircraft Corporation, and the Chrysler Corporation examine why employers participate in cooperative education, and representatives from such companies as the Detroit Edison Company and the J. L. Hudson Company explain how employers select cooperative students. Recruiting employers and a comparison of students' and employers' needs are the topics of the third section. Administration of cooperative education programs is considered in the fourth part, including some thoughts on cooperative program management, some administrative pitfalls, coord-

inator responsibilities, a look at liberal arts and cooperative education, and a cooperative education in community colleges. Part Five explores the issue of academic credit for cooperative training experience, and faculty and faculty relations are described in Part Six. The final part surveys trends, wisdom, and information in articles on the evaluation of cooperative education, placement by computer, federal funding, the Cooperative Education Association, the history of the National Commission for Cooperative Education, and the use of veterans' benefits with cooperative education. (PHR)

ED 192 629 HE 012 183

Mims, R. Sue

Program Review and Evaluation: Designing and Implementing the Review Process. AIR Forum 1978 Paper.

Pub Date—May 78

Note—32p.; Paper presented at the Association for Institutional Research Forum (Houston, TX, May 24, 1978).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Education, Administrator Role, *College Administration, Decision Making, Departments, Evaluation Criteria, *Evaluation Methods, Higher Education, Information Needs, Institutional Evaluation, *Needs Assessment, Program Design, *Program Evaluation, *Program Implementation, Self Evaluation (Groups), Use Studies

Identifiers—Air Forum

Problems, issues, and options related to the design and implementation phase of an academic program review process are considered. Directed toward administrators and other nonexpert participants in program review, the analysis is intended to assist in the decision of what kind of review is needed, how it might be carried out, and how results might be used. It is assumed that there is no one best way to design and implement a review process and the process should be user-oriented from the outset. Four groups that may be involved in the design of the review process are administrators, faculty members, consultants, and mixed groups. The need to specify and interrelate the types of decisions and information needs, purposes and types of program review, and users of program review is indicated. Three general ways to conduct the review are self-review, external review, and multiple or mixed reviews. Specific groups or staff members who could serve as evaluators within each of these alternative review approaches are specified. Types of program review methodology can be classified as classical experimental and social-anthropological methods. Elements that may be included in overall plan of program review are listed, as are possible implementation groups, implementation procedures, and implementation responsibilities. (SW)

ED 192 630 HE 012 303

Escobedo, Theresa Herrera Acevedo, Baltazar

Project for Minorities and Women in Research: Status Report, 1979 and Proposed Activities, 1980.

Texas Univ., Austin. Dept. of Curriculum and Instruction.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Note—94p.; Portions of the appendices may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Affirmative Action, Educational Opportunities, *Educational Research, Experimental Programs, *Females, Graduate Students, *Graduate Study, Higher Education, *Minority Groups, *Researchers, *Research Opportunities, Research Projects

Identifiers—*University of Texas Austin

An experimental project at the University of Texas at Austin, which was designed to increase the participation of minorities and women in educational research and related work, is described. The project brings together individuals who are at the post-doctoral and pre-doctoral level to cooperatively work on research questions. The project model includes the following provisions: (1) stipends for four post-doctoral participants and eight pre-doctoral participants and experience in special activities and research projects; (2) special activities that include monthly seminars conducted by the post-doctoral participants and other scholars; (3)

special sessions (five per year) to be conducted by nationally recognized researchers; (4) opportunities to engage in team research projects and in individual research projects; (5) access to support services such as statistician consultant services, computer time, and library resources; and (6) the opportunity to engage in publication of research findings through a project-sponsored compilation of research projects. Aspects of 1978-79 program recruitment, support services, training, and dissemination activities are described, as are proposed activities for 1979-80. Appended materials include information and forms concerning selection criteria, project needs assessment, training session agendas, monthly progress reports, session evaluations, program evaluation, research teams and topics. (SW)

ED 192 631 HE 012 685

International Conference on Teaching-Learning Process in Universities. A Fresh Look into the Teaching-Learning Process and Use of Educational Technology in Universities with Special Reference to ASEAN Countries.

University of Science, Penang (Malaysia).

Pub Date—79

Note—264p.; Proceedings of a conference (Penang, Malaysia, June 12-16, 1979).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Administrative Organization, Case Studies, College Faculty, *College Instruction, College Role, College Students, *Comparative Education, *Developing Nations, *Educational Technology, Higher Education, *Learning Processes, Teacher Education, *Teaching Methods, Teaching Skills

Identifiers—*Asia, Indonesia, Malaysia, Philippines, Thailand

The proceedings of the conference include background information, transcripts of opening and closing sessions, papers presented, a conference program, summary of discussions, findings and recommendations, and lists of committees and participants. The papers are divided into four sections: (1) goals and objectives of university education in developing countries, and specifically Asia; (2) characteristics and learning problems of college students in Malaysia, Indonesia, Singapore, the Philippines, and Thailand; (3) instructional problems and methods of overcoming them (case studies involving the Philippines, teaching microeconomics, the protocol approach, and teaching electronics); and (4) supportive infrastructure, academic staff training, and the use of educational technology for developing effective teaching-learning methods. (MSE)

ED 192 632 HE 012 749

Newman, Frank

Can There Be Anything Affirmative About Affirmative Action in the 1980's?

Pub Date—79

Note—8p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, April 17, 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Affirmative Action, Change Strategies, *College Desegregation, *Equal Education, Females, Futures (of Society), *Higher Education, Incentives, Minority Groups, Racial Balance, Womens Education

The inherent problems of affirmative action efforts have been compounded in recent years by new ones: increasing difficulty for administrators to take risks; severe problems in predominantly black colleges brought about by successful desegregation of predominantly white colleges; and divisiveness in minority communities. New opportunities also exist, since the pool of educated women and minorities has increased, and that group has an increased awareness of its political clout. It is important now not only to maintain the base of affirmative action programs already existing, but also to superimpose a new concept that encourages institutions to act more positively rather than simply try to correct previous imbalances and problems. Programs should be structured to concentrate on the most motivated individuals and institutions, and to provide incentives rather than disincentives. A new sense of purpose and a new strategy for action are essential to all these efforts (MSE)

ED 192 633

Lunney, Gerald H.

HE 012 839

About That Data Base That Is Hiding In the Closet.

Pub Date—25 Oct 79

Note—14p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (October 25, 1979). Appendix may not reproduce well.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, Computers, *Data Bases, *Data Collection, Higher Education, Institutional Evaluation, *Institutional Research, Norms, Recordkeeping, Research Directors, Research Methodology, Sampling, *School Surveys, *Small Colleges

Identifiers—*Higher Education General Information Survey

An assessment of the Higher Education General Information Survey (HEGIS) reveals that small colleges can benefit from the consistency of standardized responses in creating individual planning data systems. HEGIS has a long enough history to have stabilized its several instruments. However, if one is looking to create student or personnel specific data bases, HEGIS data will probably be too vague. Instead of approaching data collection for HEGIS in a haphazard manner, colleges should: gather all of the forms in one place under one office of policy and planning; do longitudinal studies with HEGIS data; do comparative studies using other institutions' HEGIS data; and encourage annual cross-institutional studies to provide both longitudinal and comparative information for a consortium of colleges interested in doing data planning. Possible studies that can be conducted using HEGIS data are briefly explained. Research directors should be aware that HEGIS data is incomplete on personnel composition and financial aid statistics. Federal form EEO-6 provides a more comprehensive picture of each institution's personnel, while the FISAP form gives more detailed information on institutional financial aid. Appendices include an outline of HEGIS data elements and a document reporting HEGIS history and various survey instruments developed by the National Center for Education Statistics in May, 1978. (DC)

ED 192 634

HE 012 948

Griffin, William A., Jr.

A Capsule Look at Zero-Base Budgeting.

Pub Date—15 Jul 80

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, *Budgets, College Administration, Decision Making, *Educational Finance, Higher Education, *Resource Allocation

Identifiers—*Zero Base Budgeting

Weaknesses of the traditional incremental budgeting approach are considered as background to indicate the need for a new system of budgeting in educational institutions, and a step-by-step description of zero-based budgeting (ZBB) is presented. Proposed advantages of ZBB include the following: better staff morale due to a budget that is open and justified; decision packages conveying an understanding of the whole operation; better job satisfaction; and hopefully less turnover of valued personnel. The major disadvantages of ZBB include: much paper work and time must be devoted to the effective use of the system; the system may not improve the organization; and the decision packages are hard to develop and ranking is difficult. It is suggested that ZBB be used every four or five years. (Author/SW)

ED 192 635

HE 013 020

Turner, Solveig M., Ed.

Evaluation of Foreign Educational Credentials and Recognition of Degree Equivalences.

Northeastern Univ., Boston, Mass.

Pub Date—79

Note—77p.; Proceedings of the Conference at the Warren Center, Northeastern University (Boston, MA, May 2, 1979).

Available from—Center for International Higher Education Documentation, Northeastern University, 360 Huntington Avenue, Boston, MA 02130 (\$5.00)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advanced Placement, College Applicants, College Credits, *Credentials, *Degrees (Academic), Educational Policy, Equivalency Tests, *Evaluation Criteria, *Foreign Students, Higher Education, *Prior Learning, Program Evaluation, Qualifications, Reputation, *Student Evaluation, Transfer Policy
Identifiers—Massachusetts

Conference proceedings on evaluation of credentials and degree equivalences of foreign students are presented. The conference was designed to improve evaluations in Massachusetts and to encourage more cooperation and greater consistency. Contributions are as follows: a UNESCO approach by Sanford Jameson; the approach of the National Association of Foreign Student Affairs by Hugh M. Jenkins; patterns of educational systems by Joel B. Slocum; and problems and resources in credentials evaluations by Gary W. Hopkins. Summaries of panel discussions on undergraduate and graduate study include the following: institutional policies on foreign student admission, communication with foreign applicants, evaluation practices, what certificates and diplomas to accept, when and how to award advanced standing credit, how to assess previous foreign study for transfer credit, verifying the authenticity of foreign educational credentials, how to understand different grading systems, evaluation of letters of recommendation, assessing foreign institutions, assessment of English-language skills, and professional licensing. Appendices include details of the UNESCO approach to credentials evaluations, an article on education in the People's Republic of China by G. James Haas, and a bibliography. (SW)

ED 192 636 HE 013 029

Syversen, Peter D.

Doctorate Recipients from United States Universities. Summary Report 1979.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency—National Endowment for the Humanities (NEHA), Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—46p.; Not available in paper copy due to marginal legibility of original document.

Available from—National Academy of Sciences, National Research Council, Commission on Human Resources, Washington, DC 20418

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Doctoral Degrees, *Employment Patterns, Ethnic Groups, Females, Graduate Surveys, Higher Education, *Majors (Students), Males, Minority Groups, National Surveys, *Student Characteristics, Trend Analysis

A summary of data gathered from the National Research Council's Survey of Earned Doctorates during the academic year 1978-79 is presented. The data were obtained from questionnaire forms filled out by graduates as they completed requirements for their doctoral degrees. Between July 1, 1978 and June 30, 1979 a total of 31,200 research doctorates were awarded by U.S. universities. This is an increase of 1.1 percent from doctorates awarded in 1978. Information is presented on the distribution of doctorate recipients by broad field and sex plans from 1969-79, trends in the employment and study plans of doctorate recipients, trends in postdoctoral study abroad plans, and employment plans by racial/ethnic group and field of doctorate. Statistical tables provide the following information: number of doctorate recipients by sex and subfield, number of doctorate recipients by citizenship, racial/ethnic group, and subfield; profile of doctorate recipients by sex and field of doctorate; percentage of doctorate recipients by sources of support in graduate school, by sex, and summary field; and profile of doctorate recipients by racial/ethnic group and U.S. citizenship status. A list of titles of degrees included in the study and a sample form are included. (SW)

ED 192 637

Ruyle, Janet H. Glenny, Lyman A.

State Budgeting for Higher Education: Trends in State Revenue Appropriations from 1968 to 1977.

California Univ., Berkeley. Center for the Study of Higher Education.

Spons Agency—State Higher Education Executive Officers Association.

Pub Date—78

Note—236p.; Appended tables and graphs may not reproduce well.

Available from—Center for Studies in Higher Education, South Hall Annex, University of California, Berkeley, CA 94720 (\$6.00)

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Budgeting, Community Colleges, Comparative Analysis, *Educational Finance, Elementary Secondary Education, *Financial Support, *Higher Education, National Surveys, Private Colleges, *Regional Characteristics, *State Aid, State Colleges, Statistical Data, *Tax Allocation, Trend Analysis

Results of a ten-year review of state appropriations for higher education in the states are presented. Findings reveal a wide range of differences among the regions of the nation and among the individual states. The share of education appropriations received by higher education institutions has grown considerably, with the greatest rate of growth occurring in the private sector. Appropriations for student aid in higher education has also increased considerably from 1968 to 1977. The division of the share within the public sector has shifted toward a larger percentage appropriated directly to the community colleges, and a smaller percentage appropriated to the advanced graduate and research universities. While higher education has increased its share of the education appropriations, its share of state general revenue dropped slightly. Overall, state governments in the aggregate kept pace in funding the increases in full-time-equivalent enrollment although the percentage change was small. Projections for future public support of higher education are included. Data on state general revenues are reported by region and by state. State appropriations information include funds to public elementary and secondary education, and appropriations to various sectors in higher education. Information is presented on appropriations adjusted for inflation, the private sector, and appropriations by enrollments. Appended material includes survey instruments and an analysis of issues in requesting information and using the data. (SW)

ED 192 638

Nelson, Robert B. Pendleton, Shelley

Use of the UND Undergraduate Catalog, 1978-1979.

North Dakota Univ., Grand Forks.

Pub Date—79

Note—13p.; Prepared by the Decision of Student Affairs.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Choice, Course Descriptions, Degree Requirements, Higher Education, Information Needs, *Information Seeking, Institutional Research, *School Catalogs, Student Characteristics, *Student Needs, *Undergraduate Students, *Use Studies

Identifiers—*University of North Dakota

Information was obtained on the use of the University of North Dakota undergraduate catalog to determine whether it influenced a student's decision to attend the university, what it is used for, and whether the user differs among students according to age, sex, or college. Usable responses to a questionnaire, which is appended, were obtained from 1,031 students in January 1979. On the whole, results indicate that there are other factors more influential than the catalog in the student's decision to attend the university. Between 58 and 78 percent of the respondents always or usually use the catalog for information about degree requirements. Students also refer to the catalog for specific information on housing, financial aid, and student services. The younger students appear to be the largest users of the catalog for obtaining information on student life. It is suggested that some types of information could be minimally covered in the undergraduate catalog and provided under separate cover. (SW)

HE 013 036

ED 192 639

Nelson, Bob Foremba, Greg

Reasons for Selecting the University of North Dakota by New Freshmen and College Transfer Students, 1979-80.

North Dakota Univ., Grand Forks.

Pub Date—80

Note—20p.; Prepared by the Division of Student Affairs.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *Age Differences, *College Choice, *College Freshmen, *College Transfer Students, *Decision Making, Higher Education, Institutional Research, *Student Attitudes, Student Characteristics

Identifiers—*University of North Dakota

Students' reasons for applying for admission to the University of North Dakota for the academic year 1979-80 were studied. Information was obtained from a question appearing on the admission application form completed by all new freshmen and college transfer students. Results revealed that students cited reasons related to academic program 40.2 percent of the time, followed by location (25.5 percent), and school's reputation (13 percent). Further analysis revealed that age appeared to account for most of the differences. Students 25 years or older were more likely to give location as a reason than were students 19 and younger, or students aged 20-24. These groups generally stated a reason related to an academic program. Variations in stated reasons were evident between new freshmen and transfer students, military veterans and non-veterans, and between students maintaining continuous enrollment and those who had last attended school more than six months ago. However, since each of these variables consisted of categories that reflected age differences between groups, the findings were probably more symptomatic of the age differential than of true differences between groups. Differences between findings of this study and those of the American Council on Education are noted. (SW)

ED 192 640

Songe, Alice H.

The Land-Grant Idea in American Higher Education: A Guide to Information Sources.

Pub Date—80

Note—71p.

Available from—K. G. Saur Publishing Inc., 175

Fifth Avenue, New York, NY 10010 (\$9.80)

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Black Colleges, Black Students, College Role, *Educational History, Federal Aid, Federal Government, *Federal Legislation, *Government School Relationship, *Higher Education, *Land Grant Universities

Identifiers—Morrill Act 1862

Sources of information on the origin and development of the land-grant university in America and on the histories and contributions of these schools that were created and maintained by federal aid are listed. This bibliography of 600 entries also includes sources of information on the effectiveness of the federal land-grant program, on the relationship of the federal government to these schools, on the role of the Afro-American land-grant institutions in providing higher education for Black Americans, and on the legislative history of the Morrill Act of 1862. To provide background studies for the social origins of the land-grant idea and development of the land-grant schools, general histories of American higher education are included as well as general histories of the American people. Resource materials consist of books, monographs, journal articles, U.S. government publications, Congressional documents, doctoral dissertations and masters' theses. The period covered ranges from the middle of the nineteenth century through the summer of 1979. A subject index and a list of the land-grant colleges and universities by state are included. (SW)

ED 192 641

University of Louisville Fact Book, Fall 1979.

Louisville Univ., Ky.

Pub Date—79

Note—61p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

HE 013 038

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administration, Alumni, Annual Reports, College Faculty, College Planning, College Students, Educational Finance, Enrollment, Extracurricular Activities, Federal Aid, Higher Education, *Institutional Characteristics, Institutional Research, School Publications, School Statistics, *Universities, Yearbooks

Identifiers—*University of Louisville KY

The second edition of the University of Louisville Fact Book provides for government, professional, and proprietary agencies an analyses of all aspects of the university. Areas include: general information that examines the history, mission, location, and size of the university; administration; degrees; students; faculty; staff; budget; grants and contracts; physical facilities; and libraries. Graphs and tables represent information on areas such as degrees awarded in 1978-1979, part-time student enrollment, distribution of budget dollar, assignable building space, and university library holdings. Highlights reported include: fall 1979 enrollment at the University of Louisville was 19,155; 56 percent of students are full-time, and 44 percent are part-time; between 1976 and 1979 the total numbers of degrees awarded at the university increased by 13.5 percent; the university received \$1.2 million from private sources in 1979; federal support for the university increased last year to over eight million dollars; and more than \$190,900,000 is committed to construction and renovation projects in progress. This fact book was an award winner at the 1980 Annual Forum of the Association for Institutional Research. (LC)

ED 192 642 HE 013 063**Albany State College Factbook, 1979-1980.**

Albany State Coll., Ga.

Pub Date—79

Note—139p.; Photographs will not reproduce well. Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administration, Alumni, Annual Reports, Athletics, College Faculty, College Role, College Students, Enrollment, Extracurricular Activities, Higher Education, *Institutional Characteristics, Institutional Research, School Publications, School Statistics, *State Colleges, Yearbooks

Identifiers—*Albany State College GA

The fourth edition of the Albany State College Fact Book, developed by the Office of Institutional Research, provides detailed information about the college. The design of the publication provides necessary data in the preparation of grants and proposals and in responding to questionnaires seeking pertinent institutional data. Contents include: general information dealing with the history, characteristics, philosophy and objectives of the college; administration; fiscal analysis; physical plant; graduation data; enrollment data; faculty and staff information; library; computer center; word processing/administrative support; alumni affairs; special programs; area coordinating center for child care slots; Title XX child development and staff training program; athletic program; campus committees for the 1979-1980 academic school year; class sponsors; class officers; traditional events; and the alma mater. Illustrations and tables are provided throughout. This fact book was an award winner at the 1980 Annual Forum of the Association for Institutional Research. (LC)

ED 192 643 HE 013 064**Medical College of Georgia Fact Book 1978-79.**

Georgia Medical Coll., Augusta.

Pub Date—Jun 79

Note—126p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Allied Health Occupations Education, Annual Reports, College Planning, College Students, Dental Schools, Educational Finance, Enrollment, Graduate Medical Education, Higher Education, *Institutional Characteristics, Institutional Research, *Medical Education, Medical Research, Medical School Faculty, *Medical Schools, Medical Students, School Statistics, Teaching Hospitals

Identifiers—*Medical College of Georgia

The third edition of the Medical College of Georgia (MCG) fact book provides a chronicle of the year 1978-1979, reflecting data and events important to the institution. Sections include: general

information/Augusta; general information/MCG; administration; budget and physical plant; library/learning resources; faculty; continuing education; research; students; degree information; classified personnel; house staff; hospital and clinics; and alumni. Lists of the Board of Regents of the University System of Georgia, administrative personnel, and faculty are provided. Graphs and illustrations contain information such as organizational charts for business affairs, the School of Allied Health Sciences, the School of Dentistry, and the School of Medicine; a financial summary from the Medical College of Georgia; authorship of research publications; and degrees and certificates conferred by sex (1978-1979). This fact book was an award winner at the 1980 Annual Forum of the Association for Institutional Research. (LC)

ED 192 644 HE 013 075**The Report of the COFHE Study on Faculty Retirement: An Overview.**

Consortium on Financing Higher Education, Hanover, N.H.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—Jun 80

Note—53p.; Best copy available.

Available from—Consortium on Financing Higher Education, 238 Main Street, Suite 500, Cambridge, MA 02139 (\$3.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Groups, *College Faculty, Educational Finance, Employment Practices, Expectation, Faculty Mobility, *Federal Legislation, Higher Education, Models, *Older Adults, Personnel Policy, *Public Policy, *Teacher Attitudes, Teacher Characteristics, Teacher Employment, *Teacher Retirement, Teacher Salaries, Tenure

Identifiers—Early Retirement, *Mandatory Retirement

Findings of three reports on the potential impact of age 70 mandatory retirement legislation on the arts and sciences faculties of institutions belonging to the Consortium on Financing Higher Education (COFHE) are summarized. In a report by J. Russell Southworth et al., faculty flow (departures, new appointments, appointments to tenure, etc.) is modeled for the period 1974-78. Based on the model, future projections are made with respect to effects of the retirement legislation on payroll costs and new appointments for junior faculty. The report by John O. Blackburn and Susan Schiffman presents a more complete profile of the faculty for whom data were collected and discusses the adjustment to age 70 mandatory retirement from a policy analysis perspective. The third report by the Institute for Research in Social Behavior contains results from a field survey and describes faculty expectations for retirement, their evaluation of their present health and financial situation and their response to five hypothetical early retirement incentive plans. In addition to highlights of these three reports, the applicability of study results for individual institutions is considered. Appended are a list of retirement studies and committees at COFHE institutions and descriptions of selected early retirement plans with examples. (SW)

ED 192 645 HE 013 089**On Campus with Women, Number 27, Summer 1980.**

Association of American Colleges, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—80

Note—40p.

Available from—Project on the Status and Education Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, Blacks, Civil Rights, *College Faculty, *Equal Opportunities (Jobs), Faculty Promotion, *Females, Higher Education, Males, Minority Groups, Quotas, Salary Wage Differentials, *Sex Discrimination, Tenure, *Womens Athletics, *Womens Education, Womens Studies

Identifiers—California, Cornell University NY, Pregnancy Discrimination Act

A newsletter on issues pertaining to women's rights on campuses and in employment is presented. Developments and issues include the following: initiation of intercollegiate athletic championships

for women in nine sports; a charge of unequal pay for women coaches; university cases of alleged sex discrimination in athletic programs; reference to maiden name on college admission forms; coordination of civil rights enforcement by the Equal Employment Opportunity Commission and the Department of Labor's Office of Federal Contract Compliance Program; a ruling by the U.S. Supreme Court that racial quotas imposed by Congress are constitutional if designed to remedy past discrimination and if the quotas are flexible and temporary; a ruling that universities are to be treated similarly to other employers when they are charged with sex discrimination in employment practices; court cases regarding faculty tenure, equal pay, and sex discrimination; an organization formed at Cornell University to fight sex discrimination; the comparative status and earnings of men and women professors; women and minorities in professional fields; the status of women and minorities in California's postsecondary institutions; a new project to monitor Pregnancy Discrimination Act enforcement; the status of women in the federal government; help for displaced homemakers; sexual harassment and students; sexual harassment and employees; Black women in higher education; college enrollment trends; women's studies programs; fellowships, awards, and scholarships; and resource materials. (SW)

ED 192 646 HE 013 105**Selleck, Laura****Equality of Access to Ontario Universities.**

Pub Date—Sep 80

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *College Attendance, Economically Disadvantaged, *Educational Opportunities, Expectation, Foreign Countries, Higher Education, *Low Income Groups, Predictor Variables, Socioeconomic Status, Student Characteristics, Student Financial Aid, Tuition

Identifiers—Canada, *Ontario

Results of studies concerning socioeconomic inequality characteristic of student populations in most university systems and equality of opportunity at the point of university entrance are considered in relation to the accessibility of Ontario universities to students from low-income families. Important considerations in the design of such studies are also addressed. It is claimed that studies of educational expectations and student characteristics in Ontario and elsewhere show that young people who attend postsecondary institutions, particularly universities, are disproportionately drawn from the urban, middle to upper class, educationally sophisticated, and relatively prosperous sectors of society. Whether the background factors affecting academic success, motivation, and career expectations are primarily sociocultural or economic is a matter of debate. Gender and background variables represented by socioeconomic status and regional strata categories are correlated with levels of postsecondary educational achievement. Gender and urban-rural origins are also related to the level of postsecondary education. It is suggested that there is a shortage of reliable data on the number of people who are prevented from attending a university simply because they cannot afford it. There is uncertainty about the effect of different forms of financial aid and the effect of tuition costs on attendance. (SW)

ED 192 647 HE 013 107**Picciano, Anthony G.****Student Attrition/Retention Study at the College of Staten Island, 1979.**

Staten Island Community Coll., N.Y.

Pub Date—Feb 80

Note—74p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Attendance, *College Students, *College Transfer Students, Dropout Research, *Dropouts, Financial Problems, Higher Education, Institutional Research, Predictor Variables, *School Holding Power, *Student Attrition

Identifiers—*City University of New York Coll of Staten Island

Student attrition at the College of Staten Island was investigated. The 2,786 students who left school from the spring 1979 semester to the fall 1979 semester were selected for analysis using a

survey developed by the National Center for Higher Education Management Services. Responses were obtained from 452 former students. Study variables were full-time/part-time status, credits completed, grade point average, and curriculum. It was found that the most dominant characteristic of the attrition population was their need to work in order to support themselves and pay their tuition; employment was a more important immediate goal than continuing school. Certain subpopulations of students, however, did exhibit greater tendencies to one category of reasons than to others. Full-time or part-time status, and lower or upper division, are important variables and may cause students to leave for different reasons. Students who planned to return to the college and students who had no plan for college basically indicated that a variety of employment, financial, and personal circumstances were their major reasons for leaving. Students transferring to other colleges indicated largely that academic reasons were the most important reasons for leaving college. A sample survey form is included. (SW)

ED 192 648 HE 013 108
O'Tuel, Frances S.

Student Ratings and Image for an Ideal Professor.
Pub Date—Feb 79

Note—12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Kiawah Island, SC, February 1979).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Students, Education Courses, Evaluation Criteria, Expectation, Higher Education, Pretests Posttests, Student Attitudes, Student Evaluation of Teacher Performance, Teacher Effectiveness, Teacher Evaluation

A 16-item Q-sort evaluation of teaching was administered to 2,784 graduate and undergraduate students in education at a state university. Four subscales based on Spady's (1974) teacher competencies model, subject expertise, pedagogical expertise, stimulation and empathy were obtained from two pilot studies. Test-retest reliability and construct validity were established. On the pre-course sort, the most important characteristics of an ideal professor were "knowledge of subject matter" followed by "communicates clearly" and "presents well-organized course." On the post-test evaluation of the professor these factors plus "enthusiastic about teaching" were obtained. Correlations between pre-test and post-test were significant at the .001 level and ranged from .30 to .50. Students' ratings of professors appear to be little more than their scaling of the professor against their expectations. If they get what they expect the professor rates high, and if it is different, the professor rates low. Reexamination of the use of student rating forms for important decisions is suggested. (Author/SW)

ED 192 649 HE 013 111
Barnes, Carol

Faculty Attitudes Toward the Older Adult Learner.

Pub Date—Apr 80

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Development, Adult Learning, Adult Students, Age Discrimination, Age Groups, Attitude Measures, College Faculty, Developmental Stages, Higher Education, Older Adults, Stereotypes, Teacher Attitudes

Identifiers—Indiana, Ohio

Faculty attitudes toward older learners were studied using an adaptation of Kogan's (1951) attitude scale and methodology. Forty-nine faculty members from various colleges and universities in Ohio and Indiana were subdivided into two groups: those who had taught in a structured higher education experience aimed at people over 60 years of age and those who had not. Results indicate that younger faculty members were less critical about older adults as learners and potential learners than are older more experienced faculty members. Older faculty members who had taught a high number of classroom contact hours with adult learners expressed less positive attitudes toward the capabilities of older adults to be successful college students. Younger

faculty members maintained few negative stereotypes of older adults as learners. Further revision of specific item pairs of the survey is being pursued. Survey items and the responses of the four subgroups are included. (SW)

ED 192 650 HE 013 113
Slawski, Carl

Rival Hypotheses About Teaching and Facilitating Learning.

Pub Date—11 Apr 80

Note—8p.; Paper presented at the Annual Meeting of the Pacific Sociological Association (San Francisco, CA, April 11, 1980).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Instruction, College Students, Educational Objectives, Educational Philosophy, Educational Practices, Expectation, Higher Education, Student Needs, Student Teacher Relationship, Teacher Attitudes, Teaching Methods

A statement of contrasting approaches to teaching and learning are presented in a two-column format, under the headings of philosophy, content, and procedures of teaching. Typical assumptions implicitly made by teachers and undergraduate students in large public universities are contrasted with a less directive, facilitating mode of helping students to learn. (Author)

ED 192 651 HE 013 114
Dowling, Noreen

A Model of University/Agency Collaboration for Public Service Research and Dissemination.

Pub Date—23 Jul 80

Note—12p.; Paper presented at the International World Futures Conference (2nd, Toronto, Ontario, Canada, July 23, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, College Faculty, College Role, College Students, Cooperative Programs, Government School Relationship, Higher Education, Information Dissemination, Models, Public Agencies, Public Policy, Public Service Occupations, Research Projects, School Community Relationship

The Public Service Research Program at the University of California at Davis is described. The goal of the program is to develop a systematic approach to an integrated community/university program. Requirements are that a public policy issue must be addressed, faculty and students must be involved, and collaboration with a government agency or a community must occur. Collaborative research projects with government agencies, commissioned papers, and workshops, conferences, and symposia form the basis of the program. The importance of dissemination of results, extension networks using courses, and/or consultation are an important part of the public service research process. The program is supported by a networking function performed by the central program staff. Factors that have contributed to the success of the program are noted. (SW)

ED 192 652 HE 013 118
Anderson, Kim And Others

Differences in Attitudes Toward Retirement Among Male and Female Faculty and Other University Professionals.

Pub Date—Nov 78

Note—22p.; Paper presented at the Annual Meeting of the Gerontological Society (November 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Females, Higher Education, Males, Marital Status, Negative Attitudes, Professional Personnel, Retirement, Sex Differences, Teacher Attitudes, Teacher Characteristics, Teacher Retirement

The effect of gender on retirement attitudes among college faculty and other university professionals were studied, and variables that might affect attitudes toward retirement were investigated. A 35-item questionnaire was mailed to all faculty and nonteaching professionals at a university center, a four-year college, and a community college of the State University of New York. Of the 2,058 questionnaires, 958 were returned. Attitudes toward one's own retirement were found to be gender-related: "looking forward to retirement with pleasure" was the modal response for men, while

"looking forward to retirement with mixed feelings" was the modal response for women. The responses of single persons were equally divided between "with pleasure" and "mixed feelings" for both men and women. Separated, widowed, or divorced men and women, on the other hand, tended to anticipate retirement with "mixed feelings." It was primarily among the married university professionals that men and women differed in attitudes toward retirement, with married men holding the more favorable attitude and married women expressing greater ambivalence. When respondents assessed their attitudes toward retirement in general, women tended to have less positive attitudes than did men. The variables of respondent age, job status, marital status, educational level, and job satisfaction yielded little conclusive information about the possible sources of women's more negative attitudes toward retirement. Some possible explanations are offered. (SW)

ED 192 653 HE 013 120
Simmons, Gertrude L.

The Impact of Implementing Title IX in a Predominantly Black Public University.

Pub Date—[79]

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, Black Colleges, College Admission, College Faculty, College Students, Compliance (Legal), Educational Opportunities, Employment Practices, Equal Education, Equal Opportunities (Jobs), Federal Legislation, Federal Regulation, Females, Higher Education, Males, Personnel Policy, Sex Discrimination, State Colleges, Teacher Salaries, Womens Athletics

Identifiers—Florida A and M University

Information on the impact of implementing Title IX of the 1972 Education Amendments at Florida A and M University, a predominantly Black public university, is presented. Title IX assures everyone regardless of sex an equal opportunity to learn a skill, choose a course of study, advance in status, participate in a sport, receive a scholarship, or otherwise benefit from the offerings of any institution supported by federal aid. The regulations apply in three main areas: admission of students, treatment of students, and employment in the institution. Treatment of students relates to access to and participation in course offerings, and all extracurricular activities including student organizations and athletics. It is upon the enforcement of the regulations related to intercollegiate athletics that the most heated discussions have taken place. Compliance is evaluated in terms of elimination of discrimination in athletic programs and elimination of the discriminatory effects of the historic emphasis on men's sports. Doubt about the per capita method of providing money to women's sports is expressed, and a breakdown of the financial aspects of the men's and women's athletic programs is presented. In relation to employment, the employer must provide equal pay to male and female employees performing the same work, and no female may be excluded from employment because of pregnancy. Actions taken by Florida A and M to comply with the regulations regarding employees are described. (SW)

ED 192 654 HE 013 121
Mickler, J. Ernest

Collegiate Enrollments in the U.S., 1979-80, Statistics, Interpretations, and Trends in 4-Year and Related Institutions.

Report No.—ACT-27

Pub Date—80

Note—90p.

Available from—ACT Publications, P.O. Box 168, Iowa City, IA 52243 (\$2.00 prepaid)

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Allied Health Occupations Education, Annual Reports, Church Related Colleges, College Attendance, College Faculty, College Freshmen, College Students, Enrollment Trends, Females, Full Time Students, Higher Education, Law Schools, Males, Medical Schools, Multicampus Colleges, National Surveys, Private Colleges, State Colleges, State Universities, Tables (Data), Technical Institutes, Trend Analysis

This 60th annual report on collegiate enrollments in the United States is based on data received from 1,635 four-year institutions in the U.S., Puerto Rico,

and the U.S. Territories. General notes, survey methodology notes, and a summary of findings are presented. Detailed statistical charts present institutional data on men and women students and staff in these categories: unitary state college and university systems; public universities and institutions of complex organization; private universities and institutions of complex organization; multipurpose colleges and universities; independent colleges of arts and sciences (liberal arts); music, fine arts, and applied arts schools; independent law, medicine, and allied health schools; independent technological, business administration, and related schools; Bible schools and colleges; and theological schools for lay workers. Summary data are presented on: full-time entering freshman enrollments in 1200 comparable institutions; largest institutions; geographical divisions; and percentage enrollment changes for 1950-1979. (MSE)

ED 192 655 HE 013 122
College & University Partnership Program, Inc.
Progress Report, 1977-80.

College and Univ. Partnership Program, Inc., Memphis, Tenn.
Pub Date—80
Note—28p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, Annual Reports, Business Administration Education, Comparative Education, Conferences, *Consortia, *Exchange Programs, Foreign Countries, Higher Education, *Intercollegiate Cooperation, *International Educational Exchange, Program Development

Identifiers—*Japan, United States

The progress report of the College and University Program covers activities from 1977 through 1980. The primary purpose of the organization is to assist higher education institutions in Japan and the United States in establishing one-to-one international exchange relationships. Program objectives during this period have focused on binational program development, formation of advisory committees in the two countries, implementation of conferences as vehicles for program development, and planning for future exchange in business education and administration. On-site institutional visits, 26 links between American and Japanese institutions, and cities involved in exchange programs are listed. Special programs are described. The first conference held, other conference representations, and future conference plans are outlined, and progress toward new exchange programs is noted. A directory of individuals in the organization is appended. (MSE)

ED 192 656 HE 013 123
Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1978. A Report to the President and Congress. Final Report.

National Science Foundation, Washington, D.C.
Report No.—NSF-80-312

Pub Date—May 80

Note—165p; Surveys of Science Resources Series. Not available in paper copy due to marginal legibility of original document.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, Colleges, Comparative Analysis, *Federal Aid, Federal Programs, *Financial Support, *Government School Relationship, *Higher Education, National Surveys, Nonprofit Organizations, *Public Agencies, Research and Development Centers, Statistical Analysis, Tables (Data), Universities

Data are presented from a survey covering the period of October 1, 1977 through September 30, 1978. The figures given represent all obligations to institutions of higher education in the United States by 14 federal agencies. A summary analysis is given for three categories of data: those on colleges and universities in general, university-administered federally-funded research and development centers, and independent nonprofit institutions and non-profit-administered federally funded research and development centers. Detailed statistical tables and some technical notes are appended. The federal agencies represented are the Agency for Interna-

tional Development; Department of Commerce; Department of Defense; Department of Transportation; Environmental Protection Agency; Department of Energy; Department of Health, Education, and Welfare; Department of Housing and Urban Development; Department of the Interior; Department of Labor, National Aeronautics and Space Administration; Nuclear Regulatory Commission; National Science Foundation; and Department of Agriculture. Dollar amounts of obligations are given for each institution and each agency funding it. (MSE)

ED 192 657 HE 013 127
Cloud, Sherrill

Equity Self-Assessment in Postsecondary-Education Institutions.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.

Pub Date—80

Contract—400-77-0004

Note—137p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Education, Administrator Role, Affirmative Action, *College Students, Educational Opportunities, Employees, *Employment Practices, *Equal Education, *Equal Opportunities (Jobs), Higher Education, Needs Assessment, Personnel Policy, *Postsecondary Education, School Personnel, *Self Evaluation (Groups)

Issues concerning equity in postsecondary education are examined with respect to students as well as institutional employees. A list of individual characteristics and circumstances that can relate to equity issues is presented to aid college administrators analyze and identify equity target populations applicable in the institution. The major equity issues that colleges and universities have in common regarding students and employees are identified, a general framework to help administrators in their evaluation is presented, as are examples of analyses that may be guides for equity reviews. The need for the top administrators of a college to review equity issues, set priorities and goals, and determine the level and type of commitment desired on an institution-wide basis is addressed. The way in which the equity commitment of the top administrators is institutionalized is considered by providing examples of processes and activities that can be utilized and coordinated to implement changes. A bibliography on equity is included that displays entries on a form that indicates relevant subject categories. A summary of the meaning of the subject-category labels is presented separately. (SW)

ED 192 658 HE 013 128
Allen, Richard H.

HEGIS Financial Reporting Guide: 1980 Edition.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—80

Contract—300-76-0319

Note—73p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accounting, Compliance (Legal), *Educational Finance, Expenditures, Government School Relationship, Guidelines, *Higher Education, Information Needs, *National Surveys, Questionnaires, *Recordkeeping, Records (Forms), Specifications, Standards, *Statistical Data

Identifiers—*Higher Education General Information Survey

A companion document to the three-volume "Higher Education Finance Manual," which is intended to guide those completing the Higher Education General Information Survey (HEGIS) Financial Statistics of Institutions of Higher Education, is presented. While it is based on the data

required for 1978-79, the guide can provide guidance in completing future surveys. For parts A through G of the survey, there is a statement of the intent in collecting the information, general guidelines for providing the information requested, and line-by-line instructions for completing the finance forms. Additionally, there is a look-up table consisting of an alphabetical list of common activities, organizational units, position titles, and types of expenditures, each associated with one or more expenditure categories and one or more subcategories. (SW)

ED 192 659 HE 013 129
Allen, Richard H. Collier, Douglas J.

Higher Education Finance Manual: Volume 3. The Source/Use Concept.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—80

Contract—300-76-0319

Note—36p; For related documents see HE 013 132-133.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accounting, Data Analysis, Data Collection, *Educational Finance, *Expenditures, Guidelines, *Higher Education, Income, Matrices, Models, *Recordkeeping, School Funds, Specifications, Standards, Statistical Data

The third volume of the revised "Higher Education Finance Manual," this guide describes the principles included in presenting financial information in a format showing where money comes from (sources) and where it goes (uses). Potential analytical applications and limitations of the source/use concept are described, and the application of the standard source/use matrix as a supplementary financial statement and communication tool is examined in detail. Implementation of the source/use concept in terms of collection, compilation, and formatting of data for the standard source use matrix is also addressed. It is suggested that the source-use concept should be viewed as a way to format data and analyze institutional finances, rather than as a specific financial statement. It shows the relationship between the expenditure of institutional monies and the sources of funding for those expenditures. The standard source/use matrix describes current fund operations and expands the "statement of current funds revenues, expenditures, and other changes" by relating particular sources of funds to particular uses. It provides a one-page summary of current institutional financial affairs. (SW)

ED 192 660 HE 013 130
Costing for Policy Analysis.

National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—114p. Some tables may not reproduce well. Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (\$5.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Ancillary School Services, Building Operation, Case Studies, College Administration, College Admission, College Faculty, College Instruction, College Libraries, *Cost Estimates, Departments, Educational Counseling, Educational Facilities, Educational Finance, Enrollment Projections, Higher Education, *Library Services, *Policy Formation, *Resource Allocation, *School Maintenance, Student Financial Aid Officers, Student Records, Student Teacher Ratio, Teaching Load, Unit Costs

Identifiers—Denison University OH, Drake University IA, Santa Fe Community College FL, University of Wisconsin System

Cost behavior analysis, a costing process that can assist managers in estimating how certain institutional costs change in response to volume, policy, and environmental factors, is described. The five steps of this approach are examined, and the ap-

plication of cost behavior analysis at four college-level settings is documented. The institutions and areas of analysis are as follows: Denison University—operation and maintenance (O&M) of physical plant; Drake University—instructional capacity; Santa Fe Community College—student services; and the University of Wisconsin System—library services. A major feature of the Denison study is the method used to assign O&M service levels to particular kinds of rooms. In the Drake study, a formula was developed that shows classroom utilization as an important feature of the study. The Santa Fe study is useful for its validation of the requirements of different kinds of students for varying levels of student services. The library study undertaken at the Wisconsin System was a component of a much larger effort to develop a formula to appropriate state revenues. The method used for dividing library services into those that are affected by student enrollments and those that are affected primarily by acquisitions is also significant. It is suggested that the case studies reveal the challenge of applying cost behavior analysis to the internal reallocation of resources and to state allocation of funds. (SW)

ED 192 661 HE 013 131

Lenning, Oscar, T. And Others

Retention and Attrition: Evidence for Action and Research.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0004

Note—134p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Persistence, Administrator Role, Definitions, Dropout Prevention, *Dropout Research, Higher Education, Models, *Predictor Variables, Researchers, Research Methodology, *School Holding Power, *Student Attitudes, *Student Attrition

This document was developed to (1) help clarify the various concepts of retention and attrition within a unifying conceptual framework, (2) synthesize the research on retention and attrition, and (3) examine the implications of the research for postsecondary administrators and researchers. Retention and attrition research pertains to both the percentages of students who complete programs and the reasons for completion or attrition. Practical considerations concerning attrition and retention that administrators should consider are briefly addressed. After clarifying terms, (including persister, stopout, dropout, retention, and attrition), that appear to affect attrition and retention are described, and activities and strategies that may help reduce attrition rates are recommended. Theoretical and empirical literature is reviewed, as are attempts to classify retention. A new structure for classifying retention is proposed, and indicators and measures for attrition and retention are described. The difficulties of interpreting students' self-reported reasons for leaving school are also addressed. An extensive bibliography is included. (SW)

ED 192 662 HE 013 132

Collier, Douglas J. Allen, Richard H.

Higher Education Finance Manual: Volume 2. Data Users' Guide.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—80

Contract—300-76-0319

Note—101p.; For related document see HE 013 129. HE 013 133.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accounting, Classification, Comparative Analysis, *Data Analysis, *Educational Finance, Expenditures, Federal Government, Government School Relationship, Guidelines, *Higher Education, Information Needs, Manage-

ment Information Systems, National Surveys, Program Costs, *Recordkeeping, Research Needs, School Funds, Specifications, Standards, *Statistical Data, Systems Approach
Identifiers—*Higher Education General Information Survey

The second volume of the revised "Higher Education Finance Manual" (HEFM), this data users' guide is oriented to the nonaccountant and describes the kinds of information about postsecondary education that can be derived from institutional financial data. Contents include: a description of fund accounting for higher education, a discussion of the relationship between accounting data and programmatic financial data, a guide to the implementation of the HEFM guidelines at the state level, and a guide to the implementation of the HEFM guidelines at the institutional level. An overview of how to understand and use institutional reports explains each of the three traditional financial statements: the balance sheet, the statement of changes in fund balances, and the statement of current funds revenues, expenditures, and other changes. For each financial statement, its purpose, format, definition of terms used, and limitations are discussed. The discussion of implementation at the institutional level is based on written comments by key persons at seven institutions that have implemented the HEFM guidelines. Additionally, the relationship between the most widely used structure for operational data in higher education (the HEFM functional expenditure categories) and the most widely used structure for programmatic data in higher education (the NCHEMS Program Classification Structure) is examined. (SW)

ED 192 663 HE 013 133

Collier, Douglas J. Allen, Richard H.

Higher Education Finance Manual: Volume 1. Data Providers' Guide.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—80

Contract—300-76-0319

Note—142p.; For related documents see HE 013 129. HE 013 132.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Accounting, Classification, Comparative Analysis, Data Collection, *Educational Finance, Expenditures, Glossaries, Government School Relationship, Guidelines, *Higher Education, Information Needs, *National Surveys, Recordkeeping, Research Needs, School Funds, Specifications, *Standards, *Statistical Data
Identifiers—*Higher Education General Information Survey

This data providers' guide, the first volume of the revised "Higher Education Finance Manual," comprehensively describes national financial reporting standards, including those prescribed for the Higher Education General Information Survey (HEGIS) reports, and includes the information needed to comply with those standards. General principles of fund accounting for postsecondary education are described, as are each of the main three financial statements (the balance sheet, the statement of changes in fund balances, and the statement of current funds revenues, expenditures, and other changes). The standard revenue reporting categories and the standard expenditure-reporting categories and subcategories are also covered. Also included are a glossary of financial data terms and a look-up table consisting of an alphabetical list of common activities, organizational units, position titles, and types of expenditures, each associated with one or more expenditure categories and one or more subcategories. (SW)

ED 192 664 HE 013 134

Cloud, Sherrill, Comp.

A Glossary of Standard Terminology for Postsecondary Education, 1979-1980.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[80]

Contract—400-77-0004

Note—117p.; For related documents see ED 148 276, ED 165 666.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Education, Classification, College Students, Data Collection, *Definitions, Educational Facilities, Educational Finance, Employees, Glossaries, *Higher Education, Information Dissemination, *Information Needs, Information Processing, Lexicography, *Postsecondary Education, Postsecondary Education As a Field of Study, Research Needs, School Personnel, Specifications, *Standards

This glossary is designed to promote awareness and use of a common language of terms, definitions, and procedures concerning postsecondary education at the institutional, state, and national levels. It may be especially useful to those who deal with data in institutions, governmental agencies, and educational associations. The alphabetically arranged entries are restricted to those that reflect established standards for data exchange and communication among the various components of postsecondary education. Standard classification structures have been established to achieve comparability in reporting, and some standards have been established and required for federal reporting. Standard definitions are required when institutions exchange information among themselves and when they report to state agencies, the federal government, and other organizations. There are 360 entries and subentries, and an appendix groups all substantive entries according to the following categories: academic, facilities, financial, general, personnel/employees, and students. (SW)

ED 192 665 HE 013 135

Micek, Sidney S., Ed.

Integrating Academic Planning and Budgeting in a Rapidly Changing Environment: Process and Technical Issues.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date—80

Contract—400-77-0004

Note—133p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Education, *Budgeting, College Curriculum, *College Planning, Coordination, *Curriculum Evaluation, *Educational Finance, *Educational Planning, Higher Education, Long Range Planning, Management Information Systems, Needs Assessment, Political Influences, Program Budgeting, *Program Development, Program Evaluation

Identifiers—Zero Base Budgeting

Papers and summaries of discussions from the 1979 forum of the National Center for Higher Education Management Systems are presented. Contents are organized into three sections: (1) the links between long-range planning and short-range budgeting, (2) the relationship of program review and evaluation to academic planning and budgeting, and (3) improvement of communication and participation in the planning and budgeting process. The following papers are presented: "Developing an Integrated Planning and Budgeting System," by John A. Bers; "Linking Academic Planning and Budgeting," by Durward Long; "Enhancing Planning and Budgeting Decisions through a Modified Zero-Based-Budgeting Approach," by Gary M. Munsinger; "The Role of Program Review in Academic and Fiscal Planning," by Robert C. Shirley and J. Fredericks Volkwein; "Management Information Systems: The Human Factor," by Kevin M. Diran; and "Political Behavior in Higher Education Budgeting," by Joan C. Tonn. (SW)

ED 192 666

HE 013 136

Collier, Douglas J.

The Value of Uniform Financial Data for the Institution and the State: A Case Study.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—80

Contract—300-76-0319

Note—57p.

Available from—National Center for Higher Education Management Systems, P.O. Drawer P, Boulder, CO 80302

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabularies/Classifications (134) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accounting, Case Studies, Classification, College Administration, Community Colleges, Comparative Analysis, *Data Analysis, *Educational Finance, Guidelines, Higher Education, Information Needs, Management Information Systems, Program Costs, *Recordkeeping, Research Needs, School Funds, Specifications, *Standards, State Colleges, State Officials, State Programs, State Surveys, *Statistical Data, Systems Approach

Identifiers—*Oregon, Oregon Community College System

The results of a 1977 assessment of the value of uniform financial data for the Oregon community college system are described. The utility of both programmatic data and auditable accounting data is also addressed. Business managers, presidents, and governing board chairmen at four community colleges and representatives of six different state agencies were interviewed to determine the perceived need for uniform financial data and views of data formatted in accordance with the Oregon Community College Classification of Accounts. This set of uniform reporting guidelines were derived in large part from the expenditure and revenue categories and definitions outlined in the "Higher Education Finance Manual" of the National Center for Higher Education Management Systems (NCHEMS). The characteristic of the uniform reporting guidelines that almost every user group in Oregon regarded as most important was the capability they provide to generate uniform financial data. Many felt that the ability to compare uniform data would make their tasks easier, while some believed that the ability of community colleges to provide uniform data would result in better management. NCHEMS' observations concerning the design and implementation of a uniform account structure for the community college system in Oregon are presented. The Classification of Accounts format and interview results for each of the user groups are included. (SW)

ED 192 667

HE 013 137

Lawrence, Judith K. Green, Kenneth C.

A Question of Quality: The Higher Education Ratings Game. AAHE-ERIC/Higher Education Research Report No. 5, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—76p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 non-members)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Standards, Accreditation (Institutions), Educational Assessment, *Educational Quality, Educational Research, *Evaluation Criteria, Graduate Study, *Higher Education, *Institutional Evaluation, Professional Education, Program Evaluation, Reputation, *Research Methodology, State Standards, Undergraduate Study

Studies concerning attributes of quality in higher education as defined in academic studies are reviewed. Separate reviews are presented for studies of quality at the graduate level, in professional programs, and at the undergraduate level. Academe's continuing attempts to quantify "quality" so as to

measure it empirically rather than subjectively through reputational ratings are examined. In addition, accreditation and state program review, both of which exemplify external approaches to assessing quality in American higher education, are discussed. In academic studies, usually conducted by researchers from the higher education community, assessments have focused on identifying the best institutions (or graduate departments). It is concluded that whether based on peer review or on the application of a set of traditionally-used quantifiable indicators, such assessments ignore about 99 percent of the nation's higher education institutions. It is suggested that these rankings serve to reinforce the hierarchical structure of the system, whereby material and human wealth tend to be concentrated in a few institutions. It is also noted that the teaching-learning function of higher education has been virtually ignored in quality assessments. Conclusions and recommendations as to how quality in higher education might be better defined and how methods of assessing quality might be improved are presented. A bibliography is included. (SW)

ED 192 668

HE 013 138

Shulman, Carol Herrnsandt

Do Faculty Really Work That Hard? AAHE-ERIC/Higher Education Research Currents, October 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—400-77-0073

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$0.75)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Collective Bargaining, *College Faculty, Contracts, Evaluation Criteria, Faculty College Relationship, *Faculty Workload, *Federal Regulation, Government School Relationship, Higher Education, Noninstructional Responsibility, State Action, Teacher Attitudes, Teacher Responsibility, *Teaching Load

Methods for analyzing faculty workload, workload issues related to collective bargaining and new federal reporting requirements, and faculty and institutional perspectives about faculty workload are considered. Workload studies are valuable to state legislators concerned with budgets, enrollment trends, and efficient institutional operations. Typical questions that workload studies address and three commonly used quantitative measures are outlined. Two approaches to assessing workload are quantitative measures based on institutional data and measures based on faculty self-reports of how they spend their times. For collective bargaining contracts, workloads are typically defined in terms of credit or contact hours. Teaching-related activities that do not have specific credit hours attached are given equivalencies. A new federal requirement for institutions receiving federal grants and contracts is that the department must report 100 percent of compensated faculty activity for all faculty, even those not directly involved in the federal activities. Reasons for this regulation and objections voiced by faculty members are examined. Some proposals for alternative workload structures are briefly noted. A bibliography is included. (SW)

ED 192 669

HE 013 139

Reaching Students: Student Views on Communicating About Financial Aid, Final Report of the Student-Commissioner Conference on Financial Aid and Access to Postsecondary Education (3rd).

Department of Education, Washington, D.C.

Pub Date—Feb 80

Note—56p.; Photographs will not reproduce.

Available from—Department of Education, Washington, DC 20202.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, *College Attendance, College Students, Conferences, Educational Opportunities, Federal Government, *Financial Aid Applicants, Government Employees, Government School Relationship,

Higher Education, High School Students, *Information Dissemination, Information Needs, Needs Assessment, Publicity, Public Relations, Records (Forms), *Student Financial Aid, Student Needs, *User Satisfaction (Information)

Identifiers—*Office of Education

The final report of the Third Student-Commissioner Conference on Financial Aid and Access to Postsecondary Education is presented. The focus was the U.S. Office of Education's television, radio, and printed information and counseling programs about postsecondary opportunities, and how these strategies affect many kinds of prospective students. Discussions among 12 high school students, 85 postsecondary students, and about 60 staff persons from the Office of Education are summarized. The conference featured a special campaign to assist students in reducing errors in filing for funds through the Basic Educational Opportunity Program. Students provided feedback about the language and layout of the Basic Grant Forms, Student Consumer's Guide, Basic Grant forms, and Guaranteed Student Loan forms. Participants worked in six task forces to produce the detailed recommendations in this report. In addition to consumer review of postsecondary financial aid and counseling programs of the U.S. Office of Education and the new Department of Education, the conference also trained the student leaders on ways to improve aid and counseling programs on high school and postsecondary campuses to better meet student needs. In addition to specific recommendations, comments of students and officials are included. (SW)

ED 192 670

HE 013 140

Jenkins, Hugh M., Ed.

Foreign Student Recruitment: Realities and Recommendations. A Colloquium (Wingspread, Racine, Wisconsin, March 26-28, 1980).

College Entrance Examination Board, Princeton, N.J.

Spons Agency—National Liaison Committee on Foreign Student Admissions, Princeton, N.J.

Pub Date—Mar 80

Note—71p.

Available from—College Board Publication Orders, Box 2815, Princeton, NJ 08541 (\$6.50)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Clearinghouses, *College Students, Conferences, Data Collection, *Declining Enrollment, Economic Factors, Enrollment Projections, Ethics, Evaluation Criteria, *Foreign Students, Higher Education, Information Dissemination, Policy Formation, Population Trends, Retrenchment, Standards, *Student Recruitment, Trend Analysis

Proceedings of a colloquium on foreign student recruitment, sponsored by the National Liaison Committee on Foreign Student Admissions, are presented. The colloquium was designed to examine the demographic and economic conditions that have created the need to increase recruiting practices currently taking place. Included are a review of the agents in the recruitment business and the alternatives facing the U.S. educational community in responding to uncontrolled and ethically suspect activities. Two background papers are presented, the first of which, "Foreign Student Recruitment—Why?" by Malcolm Scully, presents demographic data projecting postsecondary enrollment patterns to the end of the century and documenting the present unsettled state of many institutions due to declining enrollments. In the second background paper, Fred Lockyear describes "Current Practices in Foreign Student Recruitment." Discussions of these papers are included, as are the materials produced by two working groups. One group developed guidelines for the establishment of a clearinghouse to collect and disseminate information about recruiting activities and procedures. The other prepared statements identifying abuses in recruitment that are of common concern and a set of criteria for ethical recruitment. In reaching consensus on the conclusions of both working groups, the total assembly discussed ways of disseminating the information throughout the educational community and of promoting ethical practices. (SW)

ED 192 671 HE 013 141

Issues in Planning for the Eighties.
California State Postsecondary Education Commission, Sacramento.

Pub Date—Jul 80

Note—135p.

Available from—California Postsecondary Education Commission, 1020 12th St., Sacramento, CA 95814

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Affirmative Action, Collective Bargaining, *College Faculty, *College Planning, College Role, *College Students, Educational Economics, Enrollment Influences, Enrollment Trends, Faculty Development, *Futures (of Society), Higher Education, Occupational Mobility, Part Time Faculty, *Postsecondary Education, Public Opinion, State Colleges, State Universities, *Statewide Planning, Student Needs, Teacher Retirement

Identifiers—*California

A review of issues in California postsecondary education in the 1980's begins with an overview: what postsecondary education is, who it serves, how it is funded, state priority goals, and identifying important policy questions in the near future. The coming environment for postsecondary education is analyzed according to population trends, college participation rates, costs of energy, the overall economy, and public opinion of education. A section on California's students looks at student needs and goals, and postsecondary education's obligations to them. Statistical tables present considerable data in this and the preceding section. Faculty issues are discussed: collective bargaining, faculty affirmative action, part-time faculty, and faculty mobility, development, and retirement. Statewide planning is viewed both at the state and segmental levels. Essential elements in the planning process are outlined, including the following: strong executive leadership and commitment, examination of underlying assumptions, definition of the mission and goals of the institution or system, inclusion of a participatory process, and inclusion of an effective program review. (MSE)

ED 192 672

HE 013 142

Smartt, Steven H.

Fact Book on Higher Education in the South, 1979 and 1980.

Southern Regional Education Board, Atlanta, Ga.

Pub Date—80

Note—80p.; Maps may not reproduce well.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 (\$3.50)

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Black Students, College Faculty, College Students, Comparative Analysis, Degrees (Academic), *Demography, Educational Finance, Enrollment Trends, Federal Aid, Females, Financial Support, *Higher Education, Income, Males, National Surveys, Population Trends, *Regional Characteristics, School Taxes, State Aid, State Surveys, Student Characteristics, *Student Financial Aid, *Teacher Salaries, Tenure, Tuition

Identifiers—*United States (South)

Approximately 50 statistical tables are presented to provide the latest data on higher education in 1979 and 1980 for the United States, the Southern Regional Board (SREB) region, and the 14 individual member states. Information contained in the tables is grouped under the six headings that form the sections of the publications: population and economy, enrollment and institutions, degrees, institutional finances, student finances, and faculty. An abridged composite of some of the more fundamental statistics is included, offering brief state profiles on population and economy, finances, and enrollment. Among the highlights provided by the data are the following: (1) residents of the 14 Southern states made up 30.6 percent of the total population of the United States in 1979; (2) per capita personal income in the region in 1979 was \$7,896, which was 91 percent of the U.S. level; (3) appropriations of state tax funds for higher education were 15.4 percent of state taxes in 1978; the national average was 13.5 percent; (4) fall 1979 enrollment in Southern institutions of higher learning exceeded three million, representing some 26 percent of the national collegiate student body; and (5) although the number of part-time students continues to grow, the region still enrolls a greater proportion of full-time students than does the nation. (SW)

ED 192 673

HE 013 143

Ambury, George G.

The Master of Education Program: An Assessment of Perceived Needs.

Pub Date—Jun 80

Note—104p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Admission Criteria, Class Size, Courses, *Educational Demand, *Education Majors, Foreign Countries, Higher Education, *Masters Programs, *Needs Assessment, *Program Development, *Regional Planning, Scheduling, School Surveys, Student Educational Objectives, Student Needs

Identifiers—Canada, *Queens University of Kingston (Canada)

A survey was undertaken of residents within 300 km of Queen's University (Ontario) who would have an interest or stake in the Master of Education program to assess the needs for the program. Population strata were identified as: past and present students, employers of students and graduates, academic staff and faculty, and potential students. Results show that the most highly ranked courses were Curriculum Design, Measurement and Evaluation, Curriculum Implementation, Future Educational Needs, and Curriculum Related to Specific Subjects. There appeared to be a preference for courses with a specific work-place applicability. Present times of course offering appeared to be meeting respondents' needs. There was some support for some innovative approaches and increased flexibility. Other results revealed these respondent perceptions: admission requirements should be stringent, bureaucracy reduced, and high quality work demanded of students. The mean distance respondents would be willing to travel to take courses was 50 km, and the ideal class size was viewed as 11 and 15 students. Further study on regulations, motivation, and values affecting program planning and presentation is recommended. Appended are a list of sample boards and colleges, a sample letter of admission, the survey instrument and cover letters, and tables of survey result data. (MSE)

ED 192 674

HE 013 144

Azima, Kiavash Henry, Rebecca

Teaching Students to Reason: An Application of Piagetian Psychology to College Teaching. Papers on Learning and Teaching No. 76.

Michigan State Univ., East Lansing. Learning and Evaluation Service.

Pub Date—[80]

Note—40p.; "Excerpts" may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Abstract Reasoning, *Cognitive Objectives, College Faculty, *College Instruction, College Students, Critical Thinking, *Diagnostic Teaching, Educational Objectives, Higher Education, Informal Assessment, Instructional Materials, Intellectual Development, *Logical Thinking, Nongraded Student Evaluation, Problem Solving, Teaching Guides, *Teaching Methods

Identifiers—*Piagetian Theory

The essentials of Piaget's theory and its application to teaching at the college level are described as part of the Learning and Evaluation Service workshop, Teaching Students to Reason, offered at Michigan State University. Objectives are to enable the teacher to: (1) diagnose and classify reasoning patterns of students; (2) evaluate current instructional materials and techniques in light of Piaget's theories; (3) redesign instruction to incorporate Piagetian concepts in order to facilitate the type of reasoning appropriate for the course; and (4) use guidelines for designing tools to evaluate reasoning skills. Examples are presented from various subject matters to enable the teacher to understand how many of the principles can be applied to college courses. After close examination of concrete and formal operation, a list of characteristics associated with each level of reasoning are presented, as are examples of student responses that can be classified accordingly. Some general teaching strategies that are useful to promote reasoning abilities in learning are presented for the following areas: when introducing a new topic, during instruction, when using the laboratory, when making assignments, and when testing. (SW)

ED 192 675

HE 013 145

Frank, Austin C. Jeffrey, Katharine M.

Freshman Admissions by Formula: A Retrospective Study of Impact on Student Mix and Graduation Rates at Berkeley.

California Univ., Berkeley. Office of Student Affairs Research.

Pub Date—Jul 78

Note—41p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Access to Education, *Admission Criteria, Aptitude Tests, *College Admission, College Freshmen, Comparative Analysis, Ethnic Groups, Females, *Grade Point Average, Higher Education, Institutional Research, Males, Minority Groups, *Predictive Measurement, Predictor Variables, Simulation, Standards

Identifiers—*University of California Berkeley

Impacts of both the originally proposed and the recently adopted University of California freshman admissions formulas on the regularly admitted freshman at Berkeley in the fall of 1972 and 1973 were assessed. The sex, ethnic characteristics, and graduation rates are examined for students who would have been included and excluded by the formulas. Additionally, a simulation is made that permits a comparison of the newly eligible and newly ineligible groups. The simulation assumed the University used a 3.3 high school grade point average (HSGPA) cut-off instead of the actual 3.0. Among the results are the following: (1) for both classes, the level of HSGPA is only weakly related to whether a student graduates; (2) neither the new admissions formula nor the original one predicts graduation better than HSGPA, and frequently they do worse; (3) the formulas would have excluded slightly more Blacks and Chicanos than Whites and Asians; and (4) students made ineligible by the formulas graduated at a rate only slightly lower than the rest. Results of the simulation study show: use of the formulas results in a net loss in the enrollment of women and minorities, and application of the formulas results in few students graduating within four or five years. Implications of the new admission's formula are considered. (SW)

ED 192 676

HE 013 146

Smith, Daryl G.

College Instruction: Four Empirical Views, Instruction and Outcomes in an Undergraduate Setting.

Pub Date—Apr 80

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Research, Cognitive Objectives, College Faculty, *College Instruction, College Students, *Critical Thinking, Higher Education, *Interaction Process Analysis, Questioning Techniques, Student Behavior, *Student Participation, Student Teacher Relationship, Teacher Behavior, Teacher Effectiveness, *Teaching Methods, Verbal Communication

Limitations of past research on college teaching and a recent exploratory study are considered. The study focused on the degree to which teachers encourage, praise, or use student ideas; the degree to which teachers ask questions that encourage evaluative and divergent thinking; the degree to which students make higher levels of cognitive responses; and the degree to which there is peer interaction in the class. Twelve faculty members known for a variety of teaching styles in a variety of disciplines were studied. Questionnaires were distributed to students at the beginning and end of the semester, class sessions were tape recorded, and questionnaires were distributed to the faculty members. Though an adequate range of behaviors was observed across the 12 classes, less than 20 percent of class time was spent in student participation or in encouraging involvement. Student participation, encouragement, and peer-to-peer interaction were rather consistently and positively related to the outcomes under consideration (perceived value of the course in stimulating additional intellectual pursuits, critical thinking scores on the Watson-Glaser test, and increased time spent while studying in analyzing, synthesizing, and evaluating materials). Implications

for research, faculty development, and teaching are considered. References and a sample questionnaire are included. (SW)

ED 192 677 HE 013 147

Bladh, Agneta

The Organization of Studies in the New System of Higher Education. R&D for Higher Education. National Swedish Board of Universities and Colleges. Stockholm. Research and Development Unit.

Pub Date—80

Note—9p.; Best copy available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Curriculum, Curriculum Evaluation, *Educational Assessment, Educational Change, *Educational Development, Educational Planning, Educational Research, *Foreign Countries, *Higher Education, School Organization

Identifiers—Sweden

Approaches to analyze the reform of higher education in Sweden, and particularly the organization of studies in higher education, are considered. Three starting points are as follows: examining the intentions constituting the background to the present organization of studies, considering continuing developments and attitudes toward problems; and analyzing the educational structure existing when the reform is implemented. Aims of the new organization of studies were that a diversity of forms was to be superseded by uniformity, and that it would also be flexible for new developments. Uniformity was designed to provide greater clarity about the range of educational opportunities to assist prospective students and employers. The organization of studies was also designed to provide clearer documentation for the decision-making bodies. To elucidate the structure of the range of separate courses, a survey will be undertaken of courses at all higher education units in three higher education regions. Additional assessment areas are considered. (SW)

ED 192 678 HE 013 148

Suelzle, Marijean And Others

Experiential Approaches to Teaching Survey Research: Role Strains and Relationships.

Pub Date—Aug 80

Note—68p.; Paper presented to the Annual Meeting of The Society for the Study of Social Problems (New York, NY, August 25, 1980)

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Case Studies, College Administration, *College Faculty, *College Instruction, Data Collection, Higher Education, *Institutional Research, Models, Power Structure, Quality Control, Questionnaires, Research Design, *Researchers, *Research Methodology, Research Problems, Research Projects, *Role Conflict, Sampling, Self Evaluation (Groups), Standards, Surveys, Teacher Responsibility, Teacher Role

Identifiers—Northeastern Illinois University, Northwestern University IL, University of Chicago IL

Research and instructional role strains are identified, based on the use of large-scale mail surveys for college self-study that are used to teach introductory research methodology. The two organizational hierarchies, the research model and the instructional model, are examined. Experiences at Northwestern University, Northeastern Illinois University, and the University of Chicago illustrate how relationships are manipulated in response to different situational constraints. Critical resources identified for adequately gathering data are time, funding, and number and skills of students enrolled. The instructor acting as principal investigator must relinquish some control over the research process to both the university administration and student/staff. Accountability standards must be maintained or deviations explicitly noted concerning sampling, pretest, design of questionnaire, questionnaire distribution and return followups, and quality control of data processing. Measurement of research quality and instructional quality are examined. Recommendations are offered to reduce role strains and improve research and instructional relationships in subsequent experiential approaches to teaching survey research. (Author/SW)

ED 192 679 HE 013 149

Murphy, John F. And Others

The Future of Catholic Higher Education: Proceedings of a Panel Discussion, Meeting of Foundations and Donors Interested in Catholic Activities (June 24-25, 1980).

Association of Catholic Colleges and Universities. Washington, D.C.

Pub Date—Jun 80

Note—67p.; Prepared in collaboration with Foundations and Donors Interested in Catholic Activities, Washington, DC.

Available from—FADICA, Suite 606, 1625 Eye Street, NW, Washington, DC 20006

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Catholics, *Catholic Schools, *Church Related Colleges, *College Role, *Comparative Education, Educational History, *Educational Trends, Enrollment Trends, Graduate Study, Higher Education, International Educational Exchange, Needs Assessment, Private Financial Support, *Religious Education, Research Projects, Student Characteristics, Theological Education, Trend Analysis

Proceedings of a symposium that was designed to assess Catholic higher education are presented. Addresses of the five panelists are presented. In "Catholic Higher Education—An Overview," John H. Murphy considers historical developments in order to elucidate the current and future role of Catholic colleges and universities in the United States. The focus is the identity of the schools as Catholic. Alice Gallin considers "The Environment of Catholic Higher Education in the 1980s" in terms of enrollment, the location of numbers of Catholic colleges, population trends, student characteristics, and curricula. Edmund D. Pellegrino considers the present and future prospects concerning "Research and Graduate Studies in Catholic Universities," as well as some suggestions for Catholic foundations. Daniel E. Pilarczyk's "A Bishop Looks at the Contemporary Catholic College/University" discusses what the Church expects from Catholic universities in respect to the schools' theological activity. In "Catholic Universities as an International Community," Harve Carrier examines the present situation of Catholic universities in terms of numbers, location, cooperative efforts, identification, specific functions today, major problems that are emerging, and suggestions for combating these problems. (SW)

ED 192 680 HE 013 150

Bartell, Ernest

Project 80: Enrollment, Finances, and Student Aid at Catholic Colleges and Universities.

Association of Catholic Colleges and Universities. Washington, D.C.; National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Pub Date—80

Note—54p.

Available from—Association of Catholic Colleges and Universities, One Dupont Circle, Suite 770, Washington, DC 20036 (\$8.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Catholic Schools, *Church Related Colleges, Coeducation, Comparative Analysis, Declining Enrollment, *Educational Finance, *Enrollment Trends, Expenditures, Graduate Study, Higher Education, Income, Part Time Students, Private Colleges, Professional Education, *Student Financial Aid, Two Year Colleges, Undergraduate Study, Womens Education

Identifiers—Institutional Vitality

Results of a project initiated to explore the development of data and services to member institutions of the Association of Catholic Colleges and Universities to meet needs of the 1980s are presented. The project explored contemporary concerns of institutional viability as they affect Catholic higher education. Information is provided on enrollment, financial operations, and student financial aid. Data on the performance of Catholic higher education against the background of the remainder of private higher education are examined. It is suggested that Catholic colleges and universities are meeting the financial aid needs of their dependent aid recipients to a degree comparable with other private colleges and universities. It is concluded that expansion of graduate and first-professional programs, accommodations of part-time students, coeducation for some

colleges, and renewed strength in women's education are all indicators of institutional flexibility in Catholic higher education. Some areas for future concern regarding declining enrollments are considered. Data are presented that suggest the present ability of Catholic higher education to maintain current expenditures and revenues in balance. The rate of expenditure increase was slightly below the average in the doctoral universities and slightly above average in the other four-year institutions and two-year colleges. (SW)

ED 192 681 HE 013 151

Trillin, Alice Stewart And Others

Teaching Basic Skills in College.

Pub Date—80

Note—347p.

Available from—Jossey-Bass, 433 California St., Suite 1000, San Francisco, CA 94104 (\$15.95)

Pub Type—Reports - Descriptive (141) — Books (010)

Document Not Available from EDRS.

Descriptors—*Basic Skills, *College Instruction, *Course Objectives, *Diagnostic Tests, English (Second Language), English Instruction, Higher Education, Language Skills, Mathematics Education, Program Administration, *Program Development, Reading Skills, *Teaching Methods, Writing Skills

Detailed analyses are given of the most effective teaching techniques in each of four major basic skills areas: writing, reading, English as a second language, and mathematics. Six basic questions are addressed for each area: (1) What are the objectives of skills programs in this area? (2) What are the different skills levels of entering students, and how can these levels be determined? (3) What should be taught at each skills level? (4) What teaching methods are not appropriate for each skills level? (5) How can the scope and effectiveness of current skills teaching be determined? and (6) How should a skills program in this area be administered? The premise is that in basic skills education, practice has often surged ahead of research and theory, and that methods and procedures developed and tested in the classroom provide the strongest foundation for future progress in the field. This book is based on findings from the first comprehensive evaluation of teaching in the basic skills programs at the City University of New York. (Author MSE)

ED 192 682 HE 013 152

Morrill, Richard L.

Teaching Values in College.

Pub Date—80

Note—189p.

Available from—Jossey-Bass, 433 California St., Suite 1000, San Francisco, CA 94104 (\$13.95)

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Books (010)

Document Not Available from EDRS.

Descriptors—College Curriculum, College Environment, College Instruction, *College Role, *Ethical Instruction, Extracurricular Activities, *Higher Education, Interpersonal Relationship, *Moral Development, Moral Values, Student Development, *Values Clarification, *Values Education

During American colleges' current process of reexamining their commitment to fostering moral development in students, questions have arisen: What is the place of values education in higher education? Does the study of ethics improve moral character? Is it possible to teach values without indoctrinating students? What are the best methods for developing moral awareness in the classroom and in other settings? and How does the campus environment influence student values? In addressing these questions, a systematic analysis is undertaken of contemporary approaches to teaching ethics and values on campus, examining and comparing each of the major options, values clarification, values inquiry, moral education, and normative ethics. A comprehensive program is outlined for developing moral awareness and ethical competence in students within the current framework of liberal and professional education. Specific strategies for addressing moral issues in the classroom and other campus settings are detailed; the potency of human relationships in the campus setting as a form of values education is explained; and the opportunities inherent in daily campus activities for developing value awareness and commitment are highlighted. (Author MSE)

ED 192 683 HE 013 153
Marketing in College Admissions: A Broadening of Perspectives.

College Entrance Examination Board, New York, N.Y.

Spons Agency—American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association of College Admissions Counselors, Washington, D.C.

Pub Date—80

Note—179p.; Papers presented at a colloquium on marketing, student admissions and the public interest (Racine, WI, November 7-9, 1979).

Available from—College Board Publications Orders, Box 2815, Princeton, NJ 08541 (\$9.95)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Administration, College Planning, *Declining Enrollment, *Higher Education, *Marketing, *Public Relations, *Social Change, *Student Recruitment

Issues addressed at the conference are outlined in two introductory essays. It is suggested that marketing problems of colleges are not essentially admissions problems, but problems that involve both faculty and administrators. The marketing challenge for higher education is to define the quality and integrity of a college's educational services and then to represent these services accurately. The conference papers include the following: Undergraduate Admissions, Past and Future (Laurence Veysey); Uses, Abuses, and Misuses of Marketing in Higher Education (Christopher H. Lovelock and Michael L. Rothschild); The Current Marketing Environment in Higher Education (William Ihlantfeldt); Marketing Perspectives and Institutional Admissions Office Pressures for Meeting Enrollments (John C. Hoy); Marketing Perspectives: Student and National Interests (Stephen K. Bailey); Marketing, the Public Interest, and the Production of Social Benefits in Higher Education (Douglas M. Windham); Marketing and the Future of Institutions (Barbara S. Lehling); and Marketing Higher Education: A Reappraisal (Larry L. Litten). A list of conference participants is appended. (MSE)

ED 192 684 HE 013 154
A Handbook for Administrators of Continuing Education for Women Programs.

George Washington Univ., Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—131p.; Prepared by the Continuing Education for Women Center.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Guides, Adult Education, *Community Services, *Continuing Education, *Counseling Services, Females, Higher Education, *Program Administration, *Program Development, Program Evaluation, Recentry Students, Testing, *Womens Education

Guidelines for continuing education programs for women are provided by Ruth H. Osborn, Helen O. Wollé, Abbie O. Smith, Marjorie M. Parks, and Marian S. Cosgrove. Chapter one outlines elements and issues of the administration of such programs: philosophy, program structure, management (staff selection, development, accreditation, research), and administrative procedures (budgeting, record-keeping, materials and equipment). Chapter two is devoted to counseling services: identifying populations, assessing community needs, options in curriculum development for various groups and needs, counseling service administration, and counseling techniques. The third chapter focuses on program development: elements of program planning and design, such as needs assessment, community contacts, collecting materials, and organizing an advisory board; selecting courses; personnel issues, such as instructor orientation, establishing rapport with adult learners, and classroom control; scheduling, registration, and recordkeeping; and financial considerations (class size, salaries, and fees and costs). Evaluation services are the subject of chapter four; a variety of individual tests are outlined, their administration discussed, and program and other evaluation functions (research, financial aid, and placement) are briefly noted. Chapter five addresses issues and types of community services, such as reaching the public, student services, and creating services for special populations. Sample charts and forms are appended. (MSE)

ED 192 685 HE 013 158
Five Year Comprehensive Plan. Summary Planning Document.

Tennessee State Board of Regents, Nashville.

Pub Date—Dec 79

Note—133p.; Some tables may not reproduce well. Available from—State University and Community College System of Tennessee, 1161 Murfreesboro Rd., Nashville, TN 37217

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Budgets, *College Planning, College Role, Community Colleges, Employment Projections, Enrollment Projections, Financial Support, *Higher Education, Master Plans, Program Implementation, *State Boards of Education, State Universities, *Statewide Planning, Student Characteristics, Tables (Data)

Identifiers—*Tennessee

This report is intended to be the vehicle through which the total results of a two-year planning effort by institutional personnel and Tennessee state board of regents staff are summarized and synthesized. By itself, this report provides little detail about the individual institutions; but, combined with the planning reports of the individual institutions, the set comprises the five-year comprehensive plan of the state university and community college system. Contents of this report include a brief outline of the development and implementation of the planning process; a description of national, regional, and state employment prospects for college graduates in various fields through the middle 1980's, used as a context for college planning; data on programs, enrollments, degrees conferred, and student characteristics in universities and community colleges; manpower, support service, and facilities needs; a summary of the impact of projected funding on program, staffing, services, supplies, equipment, and book acquisitions for 1980-81 through 1983-84 (three possible levels of funding are assessed); distribution of funds among functional and budget categories for 1979-80 through 1983-84; overall system goals and objectives; implementation of the comprehensive five-year plan; and appendices including state board data, summary mission statements of the institutions, statistical data, and system planning assumptions and guidelines. In most sections, data on universities and community colleges are provided separately. (MSE)

ED 192 686 HE 013 159
Carter, Charles
Higher Education for the Future.

Pub Date—Jul 80

Note—159p.

Available from—Basil Blackwell, Biblio Distribution Centre, 81 Adams Dr., Totowa, NJ 07512 (\$15.00)

Pub Type—Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—*Accountability, *Administrative Organization, *College Role, Educational Finance, Foreign Countries, *Futures (of Society), Governance, Government School Relationship, *Higher Education, Public Opinion, Research, School Community Relationship, Testing

Identifiers—*Great Britain

The need for a continuing and public review of the purposes, structure, and methods of higher education is discussed. The whole of British higher education is reviewed, its organization described, and its goals both for the individual and for society as a whole are identified. Changes needed in the next two or three decades in the content and methods of teaching, in the forms of examinations, in the commitment to research and public service, and in governance and finance of higher education are considered. (Author/MSE)

ED 192 687 HE 013 163
Foreign Language and International Studies.
Forum for Liberal Education, Vol. 3, No. 1, October 1980.

Association of American Colleges, Washington, D.C.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—Oct 80

Note—17p.

Available from—Association of American Colleges, 1818 R St., N.W., Washington, DC 20009

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—African Culture, *Area Studies, Case Studies, *Cross Cultural Studies, *Cultural Education, Foreign Culture, French, Higher Education, Immersion Programs, *International Education, Program Descriptions, *Second Language Programs, Spanish

Identifiers—Eisenhower College NY, Florida International University, George Williams College IL, Hampton Institute VA, Iowa State University, Johnson County Community College KS, Linfield College OR, Pacific Lutheran University WA, University of Maryland Baltimore County

The principal essay, by James E. Harf, describes the state of the art and prescriptions for the future in undergraduate international studies. It points out that undergraduates at some prestigious research-oriented universities and at small, prestigious liberal arts colleges have exposure to international education, but that at the overwhelming majority of higher education institutions there is little or no exposure to non-American experience. Implications the steady state in higher education are analyzed. Some notable programs at American colleges are highlighted with brief descriptions; expanding international programs at Linfield College (Oregon); a language immersion program in French and Spanish at George Williams College (Illinois); three programs to promote international understanding at Florida International University; the department of modern languages and linguistics at the University of Maryland, Baltimore County; a program to promote a "global perspective" in the overall curriculum at Johnson County Community College (Kansas); a cross-cultural explorations course at Iowa State University; the world studies program at Eisenhower College (New York); African cultural elements in language learning at the Hampton Institute (Virginia); and the foreign area studies program at Pacific Lutheran University (Washington). Additional programs are briefly outlined, and a list of resources is appended. (MSE)

ED 192 688 HE 013 166
Academic Science 1972-77. R&D Funds, Scientists and Engineers, Graduate Enrollment, and Support. Final Report. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-80-313

Pub Date—Jun 80

Note—77p.; Appendix B may not reproduce well. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Faculty, *Employment Patterns, *Engineering, *Enrollment Trends, Females, Financial Support, Foreign Students, Full Time Students, *Graduate Study, Higher Education, National Surveys, Part Time Students, *Research Opportunities, *Sciences, Womens Education

Identifiers—*Research and Development

An examination of the findings of three national surveys reveals that several statistical academic science resource indicators reflected a period of growth during the mid-seventies. While this trend is expected to continue through the end of the seventies, the 9 percent increase in federal research and development (R&D) funding to universities proposed in the President's 1981 budget is seen to permit little if any real growth in the early eighties. These highlights are presented: in dollars, one-tenth of the R&D was spent by universities in 1979, as well as one-half of the basic research. Although annual growth in R&D expenditures averaged 9 percent between 1972 and 1977, real growth was only 1 to 2 percent. During this period the life science dominated academic science and engineering (S/E) resource increased. Graduate institutions increased their employment of S/E personnel by 3 to 6 percent. Overall in academe, part-time S/E personnel increased 35 percent, and full-time personnel increased 11 percent. S/E employees in R&D increased at a full-time-equivalent rate of 22 percent; those in teaching increased 14 percent. In addition, the mid-seventies was a period of increased participation by women in academic science programs. Despite an overall decrease in graduate level enrollments in 1974-77, graduate enrollment in S/E rose, with part-time enrollment rising faster than

full-time, and with women's and foreign student enrollment rising faster than the average. Data are presented in narrative and tabular form, with survey forms and instructions for fiscal year 1977 appended. (MSE)

ED 192 689 HE 013 167
Report on Washington on the 1980 Reauthorization of the Higher Education Act.

College Entrance Examination Board, Washington, D.C.

Pub Date—Oct 80

Note—30p.

Available from—College Board Publication Orders, Box 2815, Princeton, NJ 08541

Pub Type—Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Area Studies, Continuing Education, Developing Institutions, *Federal Aid, *Federal Legislation, *Financial Support, Graduate Study, *Higher Education, International Educational Exchange, Program Development, Second Language Programs, *Student Financial Aid, Urban Universities
Identifiers—*Education Amendments 1980, *Higher Education Act 1965, National Graduate Fellows Program, Public Law 96 374

A brief history and some observations are given of the federal Education Amendments of 1980, amending the Higher Education Act of 1965, which provides basic authority for a variety of federal student aid and college assistance programs. Much of the current legislation is extended intact, and most of the programs are reauthorized through fiscal year 1985. A few authorizations that have never been funded (such as community college assistance) are deleted from the Higher Education Act, some of the titles are reshuffled or consolidated, and a new Title XI authorizes grants to urban universities. A title-by-title review of the legislation is provided. Notable changes or new thrusts include these: Title I (continuing education) substantially reduces barriers to continuing education for adults, particularly those whose educational needs have been inadequately served in the past; Title III (institutional aid to developing institutions) tightens application and grant review procedures and specifies in detail many operational aspects of the program; the major student aid programs of Title IV are altered; Title VI boosts foreign language, area studies, and international education programs; and Title IX (graduate programs) consolidates several existing programs and authorizes a new National Graduate Fellows Program. (MSE)

ED 192 690 HE 013 168
Mudrick, Nancy R.
The Interaction of Public Assistance and Student Financial Aid.

College Entrance Examination Board, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Sep 80

Note—25p.

Available from—College Board Publication Orders, Box 2815, Princeton, NJ 08541 (\$3.00)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, College Students, *Eligibility, Family Income, Federal Programs, Higher Education, Information Dissemination, State Action, State Programs, *Student Costs, *Student Financial Aid, *Welfare Recipients, Welfare Services
Identifiers—*Aid to Families with Dependent Children, *Basic Educational Opportunity Grants

The interaction of public assistance and student aid is examined, and the effects of these uncoordinated yet overlapping programs on individuals enrolling in postsecondary education programs are assessed. Focus is on the major financial support program, Aid to Families with Dependent Children (AFDC), and the most important student aid program, Basic Educational Opportunity Grants (BEOG). The ways in which aid is distributed under these programs is reviewed, and how receipt of aid from one source can reduce a family's support from another is pointed out. The exact outcome of this interaction is found to vary by state because of differences in each state's treatment of student aid in determining eligibility for public assistance. However, the net effect of BEOG awards is likely to

be a reduction in the resources available to support the family, even when the student receives enough student aid to cover all direct and indirect educational expenses. In addition to these financial effects and their possible disincentives to college enrollment, the complex and uncoordinated systems of public assistance and student aid also hinder postsecondary planning. A number of changes in the programs are suggested, including uniform nationwide ADFC rules for treating student aid, making 18 to 21-year-old students independent of their families for student aid and ADFC purposes, ending ADFC policy of treating student aid funds differently according to their source, and providing better information to public assistance and student aid administrators about each others' programs and problems. (MSE)

ED 192 691 HE 013 172
Lowe, James D., Jr. Anderson, Douglas

Factors Related to Career Enhancement Among Tenured and Non-tenured Faculty.

Pub Date—Sep 80

Note—18p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Careers, *College Faculty, *Faculty Development, Faculty Workload, Higher Education, Occupational Surveys, *Professional Development, Psychology, *Research Opportunities, Sabbatical Leaves, Scholarly Journals, Scholarship, Teacher Motivation, Teacher Promotion, Teacher Salaries, *Tenure
Identifiers—Faculty Publishing

Using a questionnaire designed to elicit information on factors relating to career enhancement, 438 faculty members of departments of psychology in the southeastern United States were questioned concerning: major area of expertise; rank; tenure status; teaching load; opportunities for summer teaching; general tenure requirements; relationship of personal and directed student research to tenure, promotion, salary increases, and load reduction; number of publications in refereed journals; number of papers presented at professional meetings; recency of publications and paper presentations; availability of research equipment, space, and funds for personal and student research; availability of sabbatical leave; breakdown of workload; and major incentives for active programs of personal research. The response rate was 60 percent. Results are summarized in tabular form to permit comparison of the responses of faculty 40 years or older with seven or more years of teaching with the responses of younger, less-experienced, tenured and non-tenured faculty. Little narrative analysis is supplied. (Author/MSE)

ED 192 692 HE 013 173
Cohodes, Donald R. And Others

Identification of Specific Effects of Title VI Restrictions on Selected Hospitals and Implications for Health Manpower. Executive Summary.

Urban Systems Research and Engineering, Inc., Cambridge, Mass.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Pub Date—28 Feb 80

Note—161p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cost Estimates, Delivery Systems, *Federal Legislation, Federal Regulation, *Foreign Medical Graduates, Health Personnel, Health Services, Higher Education, Hospital Personnel, *Hospitals, *Medical Care Evaluation, *Medical Education, Medical Schools, Medical Services, Patients, *Public Policy
Identifiers—*Health Professions Educational Assistance Act 1976

The effects of Title VI provisions of the Health Professions Educational Assistance Act of 1976 on patient care services in hospitals were investigated. The law restricts the supply of foreign medical graduates in the United States. Interviews were conducted with representatives of the administrative, medical, and teaching staffs of 24 hospitals to determine the law's impact on: delivery of patient care services, the particular specialties and/or services affected; and the particular population groups served by these facilities. Attention was also directed to the effects of foreign medical graduate supply constraints on hospital costs and quality of care. The implications of strategies developed in response to Title VI restrictions were also consid-

ered in terms of changes in the cost, quality, and availability of patient care services. Policies and views of public and private organizations concerned with the Title VI restrictions were identified, and federal policy options relating to implementation of Title VI were developed. Data collection was preceded by the establishment of an expert advisory panel, a literature review, preparation of discussion guides for site visits, and site selection. The findings are presented under three interrelated categories: hospital perception of the problem, actual/anticipated hospital responses, and organizational perspectives. Policy recommendations based on both no change in the law and a change in the law are presented. (SW)

ED 192 693 HE 013 177
Duchastel, Philippe Harrison, Roger

Introducing New Faculty Members to Course Production. An Induction Program in the Faculty of Technology.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—Dec 77

Note—26p.

Available from—Open University, Institute of Educational Technology, Walton Hall, Milton Keynes MK7 6AA, England

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, Course Descriptions, *Course Organization, Curriculum Development, Educational Objectives, Educational Technology, Foreign Countries, Higher Education, Open Universities, *Orientation Materials, *Teacher Orientation, *Teacher Workshops
Identifiers—*Open University (Great Britain)

An induction program set up by the Institute of Educational Technology at the Open University (England) in 1977 for new members of the technology faculty is described and evaluated. Two principles were followed in the program: (1) documentation should be carefully selected so as not to overload the participants; and activity-based experiences are preferable to passive assimilation of ideas. It was set up to run over a few months rather than be an intensive session at the beginning of the faculty member's appointment. Program activities are outlined and the phases discussed. Workshops were offered in course unit writing, objectives and assessment, and course design. Participants were interviewed for their reactions to the program. The overall impression was that it was successful, and although some activities appeared more valuable than others, all activities were of some value to someone. The timing was felt to be inappropriate to some. Most participants felt that other faculty should have such programs. Specific suggestions for improvement, and recommendations for future induction programs, are provided. (MSE)

ED 192 694 HE 013 179
Rosen, Seymour M.

Education in the U.S.S.R. Current Status of Higher Education.

Office of Education (DHEW), Washington, D.C.
Pub Date—80

Note—70p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, Agency Role, Communism, *Comparative Education, Enrollment Trends, Females, *Foreign Countries, Full Time Students, *Government School Relationship, Graduate Study, *Higher Education, Intellectual Disciplines, Legislation, Males, Part Time Students, Public Agencies, Specialization, Teacher Certification, *Teacher Education, Undergraduate Study
Identifiers—*USSR

This study, one in a series on education in the Soviet Union, focuses on the status of higher education in the system and in the state. In an introductory section, basic legislation and decrees and the education ladder, or organizational structure, are outlined. The second section describes the organization, functions, and institutions of the U.S.S.R. Ministry of Higher and Secondary Specialized Institutions, and the Republic Ministries of Higher and Secondary Specialized Education. Basic requirements for admission to higher education and admission to specialties are outlined in section three. The fourth section focuses on higher educa-

tion programs: types of institutions, undergraduate study, and graduate study. Teacher education and certification, including teacher-training institutions and curricula and certification procedures are considered in section five, and the growth of higher education in the 1970's is analyzed in the final section, where data on specialty group enrollments and enrollments of women and full- and part-time students are presented. Appended are lists of official Soviet specialties in higher education, the names of the higher education institutions especially recognized by the Soviet government for their achievements in training specialists and in research, and a list of references. (MSE)

ED 192 695

HE 013 180

West, Peter C.

A Survey and Report of Interest in and Availability of Systems for the Delivery of Instruction by Remote Methods.

Rockford Regional Academic Center, Ill.

Pub Date—Sep 80

Note—54p.

Available from—Rockford Regional Academic Center, 215 N. Wyman St., Rockford, IL 61101

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Education, *Access to Education, Adult Students, Continuing Education, *Delivery Systems, Educational Demand, *Educational Technology, Educational Television, *Extension Education, External Degree Programs, Graduate Study, Postsecondary Education, Public Opinion, *Regional Planning, *School Business Relationship, Surveys

Identifiers—*Illinois (Rockford)

In 1979 the Rockford Regional Academic Center formed a task force to examine the feasibility of providing upper division and graduate level instruction in the Rockford, Illinois area by "remote delivery." The objective was to gather information about: (1) what remote delivery instructional systems are available; (2) what the physical considerations and costs associated with these systems are; (3) what the public interest in these systems is for business and industrial use, individual use, and community use; (4) how the programs can benefit the specific geographic and demographic situation; and (5) how the existing educational institutions perceive their role in using these systems. Data were gathered by literature search, consulting manufacturers and their catalogs, a general opinion survey and interviews with businessmen and educational representatives, and visits to two universities providing remote instruction. It is recommended that institutions build on the university systems already in use, avoiding duplication when possible, expand the curriculum of available courses to those recommended by respondents, offer courses by a variety of remote methods, and consider applying for a grant to expand the systems available. Use of satellite delivery is rejected because of its cost, and an interactive television system with talk-back is the preferred method, though not the most practical. The general opinion questionnaires are appended. (MSE)

ED 192 655

HE 013 181

Nichols, David L.

College Student Perceptions, Three-Year Follow-Up of 1973 Freshmen: A Study of Personal and Interpersonal Development.

State Univ. of New York, Buffalo.

Pub Date—Jul 80

Note—99p.

Available from—Student Testing and Research, State University of New York, 316 Harriman Library, Buffalo, NY 14214

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*College Environment, College Freshmen, *College Students, Comparative Analysis, Followup Studies, Higher Education, *Individual Development, *Interpersonal Competence, Longitudinal Studies, Parent Student Relationship, Personality Traits, School Surveys, Self Concept, Sex Differences, *Student Characteristics, *Student College Relationship, Student Development

Identifiers—*State University of New York Buffalo During the orientation program for freshmen at the State University of New York at Buffalo in 1973, students were surveyed by questionnaire. In 1976 a followup survey was sent to a random sample of 700 of those students, 40 percent of whom re-

sponded. The latter survey consisted of 301 multiple choice items, 127 of which are identical to the original questions. The survey covered student activities, interpersonal relationships (frequency of association, understanding the values of others, comfort in association with others, willingness to discuss most personal feelings, willingness to discuss important decisions), relationship with parents, and personal characteristics (self-description, positive traits, negative traits, ability to cope, and change and reasons for change). In each category, responses for freshmen and juniors, for men and women, and changes over the three years are analyzed. It is concluded that while interpersonal relationships seem to mature in college, certain personality characteristics seem to suffer; juniors were found to be more pessimistic, less open to ideas, less enthusiastic and self-disciplined, and less able to cope with success, competition, and loneliness than as freshmen. It is recommended that colleges and universities examine the ways in which their environments may hamper or foster this kind of personal development. (MSE)

ED 192 697

HE 013 182

Carter, Virginia L. Alberger, Patricia A., Eds.

Building Your Alumni Program. The Best of CASE

Currents.

Council for Advancement and Support of Education, Washington, D.C.

Pub Date—80

Note—139p.

Available from—Council for Advancement and Support of Education, Suite 400, 1 Dupont Circle, Washington, DC 20036

Pub Type—Guides—Non-Classroom (055)—Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, Adult Education, *Alumni, *Alumni Associations, Alumni Education, College Students, Computer Oriented Programs, Fees, Financial Support, Group Activities, Higher Education, Money Management, *Program Improvement, *Public Relations, Record Keeping, Student Participation, Travel, *Volunteers

Identifiers—*Institutional Advancement

This collection of 80 articles from "CASE Currents," a publication of the Council for Advancement and Support of Education, focuses on nine topics in sections entitled: (1) The Association: Building Your Base; (2) Finances: Making Ends Meet; (3) Activities: Bringing 'Em Back; (4) Chapters and Clubs: Reaching Alumni Near and Far; (5) Continuing Education: Life After College; (6) Alumni Travel: Going a Long Way; (7) Volunteers: Tapping Alumni Talent; (8) Involving Students: The Future Is Now; and (9) Keeping Records: Your Tie to Alumni. The first section covers long-range planning, association organization, surveying and serving diverse alumni, and association leadership. Section two looks at financial planning, cash use, merchandising, dues, and tax issues. Section three provides activity ideas. The fourth section discusses the issue of local clubs, and the fifth looks at alumni education programs. Section six covers alumni tour programs. Section seven contains ideas, experiences, and suggestions for successful volunteer involvement, and section eight presents ideas about involving college students in significant programs before they graduate. The last section addresses issues associated with computerized recordkeeping and mailing. (MSE)

ED 192 698

HE 013 183

Hendrickson, Gayle A.

Promoting Continuing Education Programs.

Council for Advancement and Support of Education, Washington, D.C.

Report No.—ISBN-0-89964-169-5

Pub Date—80

Note—66p.

Available from—Council for Advancement and Support of Education, Suite 400, One Dupont Circle, Washington, DC 20036

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Check Lists, *Continuing Education, Evaluation, Higher Education, *Marketing, Mass Media, News Media, *Printing, *Publicity, *Public Relations

Identifiers—*Direct Mail Advertising

This handbook is intended for use by institutions in marketing their continuing education programs.

A section on "Devising Your Strategy" looks at identifying a target audience, determining the marketing approach, and developing a marketing plan and promotional techniques. A discussion of media options looks at the advantages and disadvantages of direct mail, newspapers, national trade magazines, and radio; provides a form for promotion planning; and includes an outline of promotional copy strategies, a direct mail checklist, and guides to writing direct mail copy, broadcast public service announcements, and news releases. A section is devoted to designing the direct mail piece, including a checklist for promotion copy and a direct mail production schedule. A production primer for working with printers covers the ingredients of a printed piece, planning the printing schedule, preparing copy for the typesetter, sample copy guideline sheets, proofreader's marks, formats, printing types, costs and how the printer charges, evaluating the printing quality, and helpful hints on a variety of subjects. A section addresses moving the message through the mail, including sources for mailing lists and mailing tips, and the final section gives an outline for evaluating results. A list of references and sample forms are appended. (MSE)

ED 192 699

HE 013 185

Third Annual Report, Calendar Year 1979. Overview of Committee Research.

National Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW), Washington, D.C.

Pub Date—Jun 80

Note—217p; Some appended material may not reproduce well.

Available from—National Advisory Committee on Black Higher Education and Black Colleges and Universities, Department of Education, Washington, DC 20202

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Access to Education, *Advisory Committees, *Black Colleges, Black Students, *Educational Improvement, *Equal Education, Federal Programs, Higher Education, *Long Range Planning, *Research Projects

Identifiers—*National Adv Com Black Higher Ed

Black Coll Univ

The National Advisory Committee on Black Higher Education and Black Colleges and Universities was established as part of an effort to effectively administer federal programs for equity in educational opportunity. Its charter requires the examination of all approaches to higher education for Black Americans and the needs of historically Black institutions. In this annual report an overview is given of the committee: its purpose, functions, membership, meetings, and special activities. Highlighted in the report is the research the committee has commissioned: 16 studies are briefly outlined. In a brief description of the committee's plan of action, five major goals are outlined, including (1) access (increasing participation); (2) opportunities for success (quality improvements); (3) opportunity/options (institutional diversity); (4) national program objectives and system supports for research and needs assessment; and (5) development of a 25-year plan. Appended are lists of committee members and staff, the committee charter, a list of historically Black colleges and universities, a list of predominantly Black colleges, a list of commissioned research, and copies of official committee correspondence. (MSE)

ED 192 700

HE 013 188

Still a Lifeline: The Status of Historically Black

Colleges and Universities, 1975-1978.

National Advisory Committee on Black Higher Education and Black Colleges and Universities (DHEW), Washington, D.C.

Pub Date—Jun 80

Note—79p; Some tables may not reproduce well.

Available from—National Advisory Committee on Black Higher Education and Black Colleges and Universities, U.S. Department of Education, Washington, DC 20202

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Black Colleges, Black Students, College Faculty, *College Role, Curriculum Development, Degrees (Academic), Enrollment Rate, Expenditures, *Federal Aid, *Financial Support, Higher Education, Income, *Institutional Characteristics, Library Expenditures, National Surveys, State Aid, Student Characteristics, Tables (Data)

Historically Black Colleges (HBC's) are identified

as a key component of a responsive and diverse postsecondary education system. Continuing HBC leadership in promoting equal educational opportunity and in producing Black graduates is still seen as necessary in spite of the integration process. Recent achievements of these institutions include: expansion of curriculum offerings outside the traditional areas of education and social sciences, reflecting new career opportunities for Blacks; enrollment of 16 percent of the Blacks in higher education, and a third of the Blacks in those states in which the HBC's are located; awarding of over a third of all degrees awarded to Blacks nationwide, in 1975-76; and employment of over a third of the Black faculty and administrators/managers in higher education nationwide. Fiscal constraints and lack of government support are noted: (1) expenditures for fiscal year 1975 were 99 percent of revenues; (2) in 1975, library holdings were considerably less, per capita student, than for higher education overall; (3) HBC's rely more heavily on federal funding, and receive less state funding, than other institutions; (4) in fiscal year 1979 the HBC's received only 4.4 percent of federal funds obligated to higher education institutions; and (5) HBC's continue to receive a very small portion of federal funds obligated for research and development. Appended are a list of HBC's and newer predominantly Black colleges, the President's directive on Black colleges, and the advisory committee's membership list, charter, and staff list. (Author/MSE)

ED 192 701 HE 013 189

Hore, Terry West, Leo H. T.

Mature Age Students in Australian Higher Education.

Monash Univ., Clayton, Victoria (Australia).

Pub Date—80

Note—177p.; Not available in paper copy due to print quality.

Available from—Higher Education Advisory and Research Unit, Monash University, Clayton, Victoria, Australia 3168

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement. *Administrative Policy, Adult Education. *Adult Students. Case Studies. Educational Policy, Enrollment Trends, Foreign Countries, Higher Education, National Surveys. *Part Time Students, Professional Continuing Education, Questionnaires, Reentry Students. *Student Characteristics. *Student College Relationship, Student Educational Objectives, Student Problems, *Success, Tables (Data). *Teacher Attitudes

Identifiers—*Australia, Monash University (Australia)

A study was undertaken, in 1976 and for the three following years, of adult students in Australian higher education. The study examined: (1) the phenomenon of adult students and the extent of their involvement in higher education; (2) the politics and practices of institutions towards these students; (3) staff attitudes in the courses; (4) adult student characteristics; (5) why these students came to higher education institutions; (6) their problems, costs, and benefits; and (7) their success as students. In some cases these issues were examined at the national level, and in some cases at the local level, using Monash University as a case study. The results of the study are presented in some detail, with extensive data tables and narrative analysis. It is noted that there are two broad groups of mature age people entering higher education—those needing re-certification and those re-entering the academic world—and that the needs of these part-time students must be put into an institutional perspective. The staff survey instrument is included. (MSE)

ED 192 702 HE 013 190

Moore, Hollis And Others

Defining Leadership. AAUSCU Studies-1980-No. 3.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date—Aug 80

Note—49p.

Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036 (\$2.50)

Pub Type—Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, College Administration, *College Presidents, *Educational Benefits, Educational Philosophy, General Education, Higher Education, *Leadership Qualities, *Leadership Responsibility, Liberal Arts, *Retrenchment, State Colleges, State Universities

Identifiers—Institutional Advancement, *Time Management

Four essays address the issue of leadership in higher education institutions. "Leadership: The Presidential Imperative," by Hollis Moore, discusses the need and the ability of college presidents to exercise the considerable influence they possess. It is noted that perhaps the greatest danger today is that administrators feel so buffeted by various demands and events that they may fail to use that influence, and may react more than act. In "General Educational Reform," by Peter Diamandopolis, the issue addressed is: what philosophy of general education and concept of liberal arts and sciences best suits the efforts of college presidents in accepting leadership responsibility. Discussed are areas in which to seek advice and enlightenment, and problems that show the utility and value of general education. The focus of "The Condition of Advancement in State Colleges and Universities," by James L. Fisher, is institutions learning how to "shrink creatively" in the near future; that is, using a combination of sound academic programs and presidential awareness and sophistication in institutional advancement activities in order to succeed. The final essay, "A Systematic Approach to Self/Unit/Organization Time Management," by Lee H. Smith, is a condensation of a two-session seminar. In it individuals are encouraged to develop a time management philosophy in real settings. (MSE)

ED 192 703 HE 013 191

West, David A.

Faculty Morale and Career Choice in the 1980's.

Pub Date—28 Oct 80

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, *College Faculty, Employment Opportunities, *Faculty Fellowships, Higher Education, Retraining, Retrenchment, *Teacher Employment, *Teacher Morale, *Teacher Retirement

Identifiers—*Early Retirement

Midcareer change programs and alternatives for early retirement for college faculty are considered based on the current situation of declining or stable student enrollments, diminished faculty mobility, and increased numbers of tenured faculty. Midcareer change programs fall into two general categories: (1) retraining programs designed to enable faculty members to move from their current disciplines or specialties into other areas with newer and/or greater student demand; and (2) faculty internships and fellowships in private industry or government for a summer or year. Most early retirement programs are relatively unsuccessful, but one includes a reversible component enabling faculty members to try partial retirement with the option of reacquiring full-time faculty status if they determine that early retirement was premature. Three alternatives exist: (1) provision of direct front-end cash settlement before the age of mandatory retirement (i.e., to buy up a faculty member's contract with full or partial payment); (2) provision of early annuity programs, either individual or group-based and with or without partial employment; and (3) the reversible early retirement program. The effects of these options on faculty morale in times of retrenchment are considered. (SW)

ED 192 704 HE 013 192

Peters, Dianne S. Trentham, Landa

Academic Profiles and Decision-Making Implications.

Pub Date—22 Oct 80

Note—15p.; Paper presented at the Annual Meeting of the Association for Educational Research (Boston, MA, April 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, College Administration, College Curriculum, *College Faculty, *Curriculum Design, *Departments, Higher Education, Humanities, Natural Sciences, Organizational Climate, Personality Traits, Social Sciences, Teacher Characteristics, *Teaching

Methods, *Time Perspective

The relationships among teaching techniques, definitions of curriculum, and time perceptions of male faculty members at a comprehensive state-supported university in the South were examined. The respondents were categorized into the three main academic areas of natural sciences, social sciences, and humanities. Curriculum definitions ranged from structured, mid-range, and nonstructured designations. Teaching techniques (formal vs. informal) were found to be significantly related to both time perceptions and definitions of curricula. Those faculty members who defined curriculum in structured terms also employed formal teaching techniques, and generally, these were professors in the natural sciences. Time perceptions (analytical, ambiguous, or synoptic) were also related to teaching technique. Those respondents whose view of time was analytical (mainly those from the natural sciences) utilized formal teaching techniques in their undergraduate classes. Those whose perception of time was classified as ambiguous (mainly respondents from the social sciences) tended to employ informal teaching techniques. However, time perceptions and definitions of curriculum were not related. It is suggested that such profiles of respondents can influence administrative decision-making and planning and the evaluation of teaching effectiveness. Administrators might use profile data to justify differentiated organizational patterns and flexible course assignment schedules. (SW)

ED 192 705 HE 013 193

Smith, Stanley V. Davis, Geneva C.

Earned Degrees Conferred, 1976-77: Summary Data.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-79-309

Pub Date—Mar 79

Note—57p.; Not available in paper copy due to marginal legibility of original document.

Available from—National Center for Education Statistics, Department of Health, Education, and Welfare, Washington, DC 20202

Pub Type—Numerical Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bachelors Degrees, College Graduates, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, *Educational Trends, Females, Geographic Location, *Higher Education, *Majors (Students), Males, Masters Degrees, *National Surveys, Private Colleges, Research Methodology, State Colleges, Statistical Analysis

Identifiers—Higher Education General Information Survey

Data on earned degrees conferred in the United States are presented. The data cover the period July 1, 1976 through June 30, 1977 and were collected from the survey instrument, "Degrees and Other Formal Awards Conferred," from the 12th annual Higher Education General Information Survey. Data on baccalaureate and higher degrees are presented in summary and detailed tables that show the numbers of degrees granted by level of degree, institutional control and level, sex of recipient, state, and discipline division and specialty. Information is presented on the purpose of the survey, the survey organization and methodology, and on trends from 1966-77 to 1976-77. A sample survey form is included. (SW)

ED 192 706 HE 013 194

Gardner, John N.

University 101: A Concept for Improving University Teaching and Learning.

Pub Date—80

Note—11p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (1980)

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *College Freshmen, College Students, Credit Courses, Elective Courses, Higher Education, Instructional Improvement, Professional Personnel, Resource Staff, *School Orientation, *Student College Relationship, Student Needs, Student Problems, Student Teacher Relationship, *Teacher Workshops

Identifiers—*University of South Carolina

The University 101 concept as a method for im-

proving university teaching and learning is described, with emphasis on the faculty training program, although the approach also includes a three-credit-hour freshman orientation course. The structure, content, outcomes, and research findings on the University 101 program are examined. The approach was originally developed at the University of South Carolina and has been replicated at other institutions. University 101 has provided faculty training through its 40-hour training workshops for over 400 faculty and professional staff. The faculty training is divided into four phases: building group trust, identifying learning objectives, interaction with learning resources, and linking with experienced University 101 faculty. The program is designed to integrate faculty and professional staff in an effort that is both academic and humanistic in its orientation in order to reduce the barriers between them at the university. The program is also designed to sensitize faculty members to the needs and problems of students in general and freshmen in particular. Faculty members who have completed the 40-hour training teach the University 101 course. "The Student in the University," that is offered to freshmen. (SW)

ED 192 707 HE 013 195
Admission of Alien Physicians for Graduate Medical Education: Hearing Before the Subcommittee on Immigration, Refugees, and International Law of the Committee on the Judiciary, House of Representatives, Ninety-Sixth Congress, Second Session on H.R. 7118.
 Pub Date—14 May 80

Note—252p.; Not available in paper copy due to marginal legibility of original document.
 Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
 Descriptors—College Admission. *Compliance (Legal). *Federal Legislation. Federal Regulation. *Foreign Medical Graduates. *Graduate Medical Education. Higher Education. *Hospitals. International Educational Exchange. Medical Services. *Physicians
 Identifiers—*Immigration and Nationality Act 1965

Congressional hearings on H.R. 7118, a bill to amend the Immigration and Nationality Act with respect to the admission of foreign medical graduates for graduate medical education, are presented. The bill would allow an extension of the time by which hospitals are required to reduce their reliance on foreign medical graduates. In particular the bill would authorize a two-year extension of the substantial disruption waiver authority for those hospitals that make a clear showing by means of a comprehensive plan that they are phasing down reliance on foreign medical graduates by recruiting U.S. medical graduates, improving the quality of the program, and attempting to use alternative health care providers. The bill suggests that the National Health Service Corps should play a prominent part in providing medical services while hospitals and programs develop and implement their plans. Testimony by representatives of the federal government, the City and State of New York, and the medical community are presented. Statements regarding the bill and alternative proposals are appended (SW)

ED 192 708 HE 013 196
Docking, Russell Alan
Staff-Student Interaction at Tertiary Level: A Study of Staff-Student Cognitive Style Similarity and Student Achievement at Tertiary Level.

Pub Date—76
 Note—386p.; Doctoral Dissertation, Murdoch University, Australia; Paper presented at the Annual Meeting of the American Educational Research Association.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC16 Plus Postage.
 Descriptors—*Academic Achievement. *Cognitive Style. *College Faculty. *College Students. Higher Education. Interaction Process Analysis. Questionnaires. *Research Methodology. Student Characteristics. *Student Teacher Relationship. Teacher Characteristics. Test Reliability. Test Validity

A theory of interaction between college students and college faculty based on similarity in style of intellectual functioning was proposed, instruments

to measure student and teacher characteristics were developed, and the relationship between achievement and intellectual style similarity was studied. Studies that focus on the impacts of physical, social, and intellectual environments on the interaction between student and teacher are reviewed. Two scales were developed to measure cognitive style: Student Goal Orientation scales and Staff Role Orientation scales. Pilot testing of the scales and reliability, validity, and other measures of their quality are described. The study was conducted with 287 students and 30 staff of a university physics department. It was found that the greater the degree of similarity in student goal orientation between student and lecturer, the greater was the student's achievement, as measured by that lecturer. Additionally, there was no relationship between similarity in staff role orientation between student and lecturer and that student's achievement, as measured by that lecturer. Implications of the findings for further research and for tertiary teaching are considered. Study instruments and related articles are appended. (SW)

ED 192 709 HE 013 197
Westerman, Melvin Elliott
Planning for Reduction in Force in Institutions of Higher Education.

Pub Date—80
 Note—15p.; Not available in paper copy due to marginal legibility of original document.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility. *College Administration. *College Faculty. *College Planning. *Employment Practices. Higher Education. *Personnel Policy. *Reduction in Force. *Retrenchment. School Personnel. Systems Approach

Identifiers—*Pennsylvania State University
 A description of reduction in force (RIF) planning as undertaken by Pennsylvania State University is presented. It is suggested that because a university is a system, adjustments to personnel functions must follow systemic rationale to be successful. It is proposed that RIF planning is a personnel planning process that can be evaluated by using universal values, responsibilities, and differentiation of personnel systems. Responsibilities of the university president, budget office, and academic units for implementing RIF, values that shape personnel systems, and the needs for adjustments in personnel forces at all levels are considered. It is noted that although specific circumstances vary from one college or organization to another and from one time to another for each organization, the formulation of plans and their continued revision and updating are indispensable activities for organization executives. A large organization, such as the Pennsylvania State University, can have departments with especially trained staff to provide planning data and analyses. (SW)

ED 192 710 HE 013 198
Hamble, Stephen R.
Costs Per Student Credit Hour: A Comparison of Two Allocation Methods.
 Montana State Univ., Bozeman.
 Report No.—MSU-80-03
 Pub Date—Jun 80
 Note—10p.; Prepared through the Office of Institutional Research.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting. College Administration. College Faculty. Comparative Analysis. *Cost Estimates. Departments. *Educational Finance. Higher Education. *Instructional Student Costs. *Research Methodology. *Resource Allocation. Teacher Salaries. Teaching Load

Two allocation methods for studying costs per student credit hour at Montana State University are compared. Both a long method and a short method, using the same source of data, were proposed prior to the study. The long method required much more effort, in that it considers every individual faculty member's salary and, for each faculty member, requires a series of calculations to allocate salary costs based on the person's individual teaching load. These individual calculations are then added to determine salary costs by level for each department. The shorter method differs only in that total teaching loads for each department are used to allocate total department faculty salaries, thereby eliminating individual calculations and directly arriving at departmental salary costs distributed to levels of

instruction. The rationale for use of the long method is examined. However, the university also maintained an additional worksheet so the short method could be used on exactly the same data. The comparison of the two methods shows not only that both methods produce similar results, but that the short method may even be more valid. (SW)

ED 192 711 HE 013 199
Hayman, Diana, Ed.

Resources for Change: A Guide to Projects, 1980-1981.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—[80]

Note—158p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Education, Career Planning, College Curriculum, Community Involvement, Computer Oriented Programs, Critical Thinking. *Educational Change. Educational Counseling. *Educational Improvement. Educational Innovation, Experiential Learning, Extension Education, Faculty Development. *Federal Aid, Graduate Study. *Higher Education. Information Dissemination, Instructional Development. *Postsecondary Education, Private Colleges, Problem Solving, Program Evaluation. *Research Projects, State Colleges, Two Year Colleges, Undergraduate Study

Identifiers—*Fund for Improvement of Postsecondary Education

Descriptions of the 104 projects supported by The Fund for the Improvement of Postsecondary Education under its 1980-1981 Comprehensive Program are presented, as are the 1979-80 projects entitled Special Focus and National Project IV and the Comprehensive Program Final Year Dissemination Grants. Projects funded by the Fund, established by the Education Amendments Act of 1972, concern reform, improvement, and innovation in postsecondary education. The Comprehensive Program as the core of the Fund's ongoing activities enables its staff to listen and respond to the need for improved access and quality in postsecondary education as expressed by those in the field. Although the project descriptions are listed alphabetically, a section is included that lists and briefly describes projects funded this year under all of its competitions. Indexes list the projects by improvement approach, curricular content, institutional type, population served, and region. (SW)

ED 192 712 HE 013 200
Digest of Statistics on Higher Education in the United States, 1975-76-1979-80.

Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.

Pub Date—80

Note—27p.

Available from—Teachers Insurance and Annuity Association, College Retirement Equities Fund, 730 Third Avenue, New York, NY 10017

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty. *College Students, Comparative Analysis, Economic Climate. *Educational Finance, Educational Trends, *Enrollment Rate, Expenditures. *Higher Education, Income, Private Colleges, State Colleges, Student Teacher Ratio. *Teacher Salaries, Two Year Colleges

Statistical data and descriptive analyses concerning higher education in the United States from 1975-80 are presented in summary form, based on information provided by the U.S. Office of Education and other public and private educational organizations. The 11 statistical tables cover the following areas: number of institutions (two-year, four-year, public, private); enrollment; public/private ratios, four-year/two-year ratios; instructional staff and student/faculty ratios; faculty salary levels; faculty salaries and the cost of living; current expenditures; purposes of current fund expenditures; current fund revenues; and sources of current fund revenues. (SW)

IR

ED 192 713 IR 008 033

McAnany, Emile G.

Success or Failure of Communication Technology in the Third World: By What Criteria Shall We Judge?

Pub Date—Jun 78

Note—23p.; Paper prepared for the conference "Economic Analysis for Educational Technology Decisions" (Dijon, France, June 19-23, 1978).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communications, *Cultural Context, *Developing Nations, *Educational Planning, *Educational Technology, Planning, Program Development, *Success

The successful application of communication or educational technology in developing nations is dependent upon a favorable mix of planning factors and the more predominant contextual factors of local settings. Planning strategies should be adopted to search for those contexts that promise the best results from a rationally planned application of technology. This would avoid the planners' often irrational hope that technology can overcome the major social problems faced by a society, offering instead a useful tool for societies who have already attacked these problems. Examination of recent technology projects in developing nations, including the planning and implementation stages, indicates that these internal and external factors are the most likely to constrain the achievement of benefits: (1) criteria for successes are based on an implicit or explicit set of values; (2) in the past, judgment has been too restricted to internal efficiency standards; (3) contextual factors have largely been ignored; (4) equity as a criterion for success imposes its own criteria; and (5) a mix of contextual and planning factors is required. A bibliography of 27 references is included. (RAA)

ED 192 714 IR 008 615

Nielsen, Thomas G.

Assessment and the Control Function in Systems of Continuing Education.

Pub Date—24 Apr 80

Note—19p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Denver, CO, April 24, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Continuing Education, Feedback, *Instructional Development, *Models, *Needs Assessment, *Systems Approach

Continuing education can be looked at as a living system and, as such, assessment is viewed as an integral part of the control function. The use of control functions models of assessment provides a living systems point of view and allows for such new and different questions to be posed as: (1) What are the significant levels of perception and control in our systems? (2) What are the significant controlled quantities? (3) What biases are input functions, directing our attention or enabling us to sense (or ignore) conditions? (4) How do we bias the input functions to detect the controlled quantities more effectively? (5) What are the sources of our reference signals and what effect do they have on our systems? (6) How does continuing education become more responsive to real problems? (7) How are lower levels of control tapped to provide higher levels of control with more direct perceptions of controlled quantities? (8) What is the range of control of our educational interventions? and (9) How much error will our systems tolerate? Such an approach will, hopefully, enable the development of new approaches to studying and applying needs assessment methodology. (CHC)

ED 192 715 IR 008 616

Gammisch, Sue, Comp.

Audiovisual Aids and Publications Available from the VIMS/Sea Grant Marine Education Center,
Virginia Inst. of Marine Science, Gloucester Point, Va.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date—77

Grant—NA79AA-D-0005; NOAA-04-8-MOI-85

Note—23p.; Use of colored paper may limit re-

producibility.

Available from—VIMS/Sea Grant Marine Education Center, Virginia Institute of Marine Science, Gloucester Point, VA 23062.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Aids, Elementary Secondary Education, *Marine Biology, *Oceanography, Postsecondary Education, Publications

This catalog contains an inventory of 16mm films, filmstrips, film loops, slide programs, records, and publications about the marine sciences and sea life that are available from VIMS/Sea Grant Marine Education Center; information on the borrowing of the AV materials is included, as well as prices for books and leaflets. The entries are listed according to media format with descriptions of length, grade level, and content. (CHC)

ED 192 716 IR 008 626

Lineback, Nancy

An Annotated Bibliography of Literature Dealing with the Impact of Television Viewing on the Behavioral Patterns of the Young Child.

Pub Date—Jun 80

Note—20p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Annotated Bibliographies, Antisocial Behavior, *Behavior Patterns, Periodicals, Prosocial Behavior, Socialization, *Television Viewing, Violence, *Young Children

This annotated bibliography cites 36 articles dealing with the influence of television viewing on the attitudes and values of the young child. Articles are listed in three categories—negative, ambivalent, and positive. The material contained in the "negative" approach indicates that television has increased unfavorable reactions among young children, while the "ambivalent" articles describe both positive and negative effects. Articles taking a "positive" approach dispute the antisocial effects and emphasize the prosocial effects of television viewing. (CHC)

ED 192 717 IR 008 627

Deignan, Gerard M. And Others

Computer-Assisted, Programmed Text, and Lecture Modes of Instruction in Three Medical Training Courses: Comparative Evaluation. Final Report.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-79-76

Pub Date—Jun 80

Note—33p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1980-671-143/31).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Analysis, *Computer Assisted Instruction, Formative Evaluation, Intermode Differences, *Lecture Method, *Medical Education, *Programed Instruction, Summative Evaluation

This report contains a comparative analysis of the differential effectiveness of computer-assisted instruction (CAI), programmed instructional text (PIT), and lecture methods of instruction in three medical courses—Medical Laboratory, Radiology, and Dental. The summative evaluation includes (1) multiple regression analyses conducted to predict learner performance; (2) 2x3 analyses of variance conducted to investigate treatment (CAI, lecture, and PIT) and aptitude effects; and (3) discriminant analyses of high-fast and low-slow achievers in each group to determine the characteristics of learners for whom the particular treatment was effective. The data for each course are presented, including charts and graphs, followed by a section providing discussions of the instructional effectiveness of the three treatments within each course: decision strategies; learner characteristics; characteristics of high achievement-fast CAI learners, high-fast vs. low-slow PIT students, and high vs. low achievement lecture students; post instructional attitudes; learner media preferences; and attitude change. Conclusions, recommendations, and a list of references conclude the report. (CHC)

ED 192 718 IR 008 630

A Gateway to the Use of Computers in Education. Proceedings of the Annual Convention of the Association for Educational Data Systems (18th, St. Louis, Missouri, April 13-16, 1980).

Association for Educational Data Systems, Washington, D.C.

Pub Date—Apr 80

Note—227p.; For a related document, see ED 175 446.

Available from—Association for Educational Data Systems, 1201 Sixteenth Street, N.W., Washington, DC 20036 (\$12.00).

Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, *Computer Oriented Programs, Computer Science Education, Educational Media, *Educational Technology, Elementary Secondary Education, Higher Education, Laboratories, *Management Information Systems, Man Machine Systems, *Microcomputers, Online Systems

Identifiers—Computer Literacy

The 45 papers in this collection are contributed, refereed papers submitted for publication in the proceedings of the 18th Annual Association for Educational Data Systems Convention. They cover educational applications of computers in the following areas: computer assisted instruction, computer managed instruction, instructional and learning processes, computer-related curriculum, educational administration, computer resources, and data-center administration. Many papers are introduced by author abstracts and contain research methods, results, and lists of references cited. Information regarding the "vendor sessions" is not included. (CHC)

ED 192 719 IR 008 632

Parker, Lorne A. Monson, Mavis K.

More Than Meets the Eye. The Effectiveness of Broadcast Audio and Two-Way Audio Instruction for Distant Learning.

Wisconsin Univ., Madison. Univ. Extension.

Pub Date—80

Note—96p.

Pub Type—Information Analyses (070)—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Radio, *Evaluation, *Teaching Methods, *Teleconferencing

Identifiers—*Subsidiary Communications Authorization

This report on the effectiveness of radio instruction and teleconferencing is presented in three chapters: (1) One-Way Audio Instruction-Radio, (2) Two-Way Audio Instruction-Teleconferencing, and (3) Comprehensive Bibliography on Teleconferencing (annotated). Chapters 1 and 2 include sections on determining effectiveness, research, functions, implications, advantages, and selected bibliographies on radio instruction or teleconferencing. Chapter 1 also provides a description of the Subsidiary Communications Authorization. (CHC)

ED 192 720 IR 008 635

Harvey, Lisa St. Clair

Reality Presentation and Communication: A Comparative Discussion of the Smithsonian Institution and The Washington Post as Communications Structures.

Pub Date—79

Note—99p.; Best copy available.

Pub Type—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Communication (Thought Transfer), Community Influence, Comparative Analysis, Information Dissemination, *Information Processing, Interviews, Mass Media, Media Research, *Museums, *News Media, Social Responsibility

Identifiers—Gatekeeper Role, *Smithsonian Institution, Washington Post

A comparative study of two types of media, a newspaper and a museum, reveals substantive differences in the ways each of these communications organizations alters the information which it presents to the public. Interviews conducted with spokespeople from the Washington Post and the Smithsonian Institution focused on three major

theories of communication which account for ways in which reality is transformed by the media: (1) the gatekeeping theory, which says that as witnesses, reporters, editors, etc., each leave their own mark on the initial news item, it is changed; (2) the community interaction theory, which says that the audience sometimes has the power to determine what form its media may assume; and (3) the social responsibility theory, which says that since the press enjoys a privileged position under the government, it has certain obligations in presenting the news. References and a 46-item bibliography are attached. (LLS)

ED 192 721 IR 008 647

Mahony, Sheila. And Others

Keeping Pace with the New Television: Public Television and Changing Technology.

Carnegie Corp. of New York, N.Y.

Pub Date—80

Note—291p.: For a related document, see ED 168 070.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Broadcast Television, *Cable Television, Communications Satellites, *Cultural Opportunities, Marketing, Needs Assessment, Programming (Broadcast), Program Proposals, *Public Television, *Technological Advancement, *Telecommunications, Theater Arts

Identifiers—Videotext

Since the publication in April 1979 of the Carnegie Commission's report on the future of public radio and television in the United States, the accelerating pace of technological change has become even clearer, and this study was undertaken to provide a more detailed review of new marketplace developments, examining both service and revenue possibilities for the public television industry. The first section of this report focuses on a proposed nonprofit cable network for performing arts, culture, and entertainment (PACE). The five industry reports which follow discuss the current status of domestic satellite communications, the cable television industry, pay television, the home video market, and videotext services. A financial projection and a prototype program schedule for PACE, a glossary of acronyms, and an index are also provided. (MER)

ED 192 722 IR 008 648

Halas, John Martin-Harris, Roy

Audio-Visual Techniques for Industry, Development and Transfer of Technology Series No. 6. United Nations Industrial Development Organization, Vienna (Austria).

Pub Date—78

Note—88p.

Available from—United Nations Industrial Development Organization, P. O. Box 300, A-1400 Vienna, Austria (free).

Pub Type—Guides - Non-Classroom (055)—Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, Cross Cultural Training, Developing Nations, Equipment, Films, *Industrial Training, *Instructional Design, *Production Techniques, Slides, Systems Approach, Training Methods, Videotape Recordings

Intended for use by persons in developing countries responsible for initiating or expanding the use of audiovisual facilities and techniques in industry; this manual is designed for those who have limited background in audiovisuals but need detailed information about how certain techniques may be employed in an economical, efficient way. Part one, which focuses on the use of audiovisuals, includes a brief introduction and discussions of factors involved in the selection process and in the actual use of such materials, including cost effectiveness and facilities. Under the heading Techniques and Tools, the second part presents some basic considerations in preparing artwork for projected materials; brief descriptions of such non-projected aids as storyboards, flipboards, and flannelboards, together with their advantages and disadvantages, construction, and advice on use; general instructions for voice production; equipment for projected still pictures and guidelines for producing effective presentations; information on motion picture projectors and production techniques; and an overview of the types of videotape recorders available with suggestions for using VTR equipment and closed-circuit television. Procedural diagrams, pictures, and figures supple-

ment the written text, and an international directory of institutions and organizations concerned with film making or educational media is attached. (MER)

ED 192 723 IR 008 686

Lancaster, F. W.

The Evaluation of Courses and Other Educational Offering in the Field of Documentation.

Pub Date—Apr 78

Note—17p.: Paper presented at the Reunion Interamericana de Bibliotecarios y Documentalistas Agrícolas (San Jose, Costa Rica, April 10-14, 1978).

Pub Type—Guides - Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Change, *Course Evaluation, *Documentation, *Evaluation Methods, Formative Evaluation, *Program Evaluation, Student Reaction, Summative Evaluation

Identifiers—*Scientific and Technical Information Based on the author's Guidelines for the Evaluation of Training Courses, Workshops, and Seminars in Scientific and Technical Information and Documentation (UNESCO, 1975), this paper describes various approaches to both the summative and the formative evaluation of educational programs in the field of scientific documentation. Procedures are described for (1) evaluation of participant reaction, (2) evaluation of learning required, (3) evaluation of behavioral change, and (4) evaluation of program results. Validity, reliability, and universality of evaluation results, efficiency of evaluation procedures, and application of evaluation results are also discussed. References are provided. (FM)

ED 192 724 IR 008 725

Thiele, Paul E.

Library Services for the Blind and Print Handicapped and the United Nations International Year of the Disabled.

Pub Date—80

Note—8p.: Paper submitted to the Round Table on Library Services for the Blind, International Federation of Library Associations (Boston, MA, June 1980).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blindness, *Books, Disabilities, Information Needs, *International Programs, *Library Services, *National Programs, Reading Difficulties, *Visual Impairments

The United Nations 1981 International Year of Disabled Persons offers a unique opportunity for broadening the basis of understanding of the library needs of the blind and print handicapped. There is room for both national and international development if traditionally publicity-shy and mostly nonaggressive librarians come forward and seize the opportunity of educating governments and the public at large. They must convince these audiences that books and library services are equally as important for the blind and print handicapped as ramps, crutches, and wheelchairs for the physically handicapped. These needs have not been specifically addressed in the early and medium stages of planning for 1981. We must not, at this stage, let the opportunity pass to become involved on a continuing basis as a legitimate part of this universal focus on the needs of the disabled. (Author/RAA)

ED 192 725 IR 008 766

Smith, Doris Pingree, Suzanne

Directory of Organizations Working for Women's Educational Equity.

Women's Educational Equity Communications Network, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Women's Educational Equity Act Program, Washington, D.C.

Pub Date—Mar 80

Contract—300-77-0535

Note—131p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Equal Education, *Females, Feminism, *Information Sources, *Organizations (Groups), Professional Associations, Sex Fairness, State Departments of Education, *Womens Education

This listing identifies organizations which have women's concerns as a major focus, and organizations which provide training programs, workshops,

conferences, seminars, curricula, and materials that enhance women's careers or self development. Section one is comprised of two alphabetical listings: national and regional organizations and national and regional directories of resources. The second section lists states and territories with some resources that are available in each. Among these are the National Organization for Women (NOW) state coordinators, state department of education sex equity personnel, and some directories of state or local resources. A subject index to the organizations listed in the first section is provided. (Author/FM)

ED 192 726 IR 008 771

Lu, Joseph K.

Government Publications about Idaho: A Guide to Information Sources.

Idaho State Univ., Pocatello.

Pub Date—Dec 78

Note—181p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Federal Government, *Government Publications, Humanities, Sciences, Social Sciences, *State Government, Technology, Vocational Education

Identifiers—Idaho

Designed to direct the researcher to documents concerning Idaho, this bibliographic guide lists both federal and state-published books, pamphlets, periodicals, and serials in the humanities, social sciences, natural sciences, technology, and vocational-technical education. It is divided into three parts: U.S. government documents, State of Idaho documents, and publications of major institutions of higher education in Idaho. Titles are cited from the turn of the century to the present, with emphasis on materials printed from 1970 through 1978. Author and subject indices are provided. (FM)

ED 192 727 IR 008 777

Instructional Media Programs in the State Library Network. A Policy Statement.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WSDPI-Bull-0394

Pub Date—80

Note—9p.

Available from—Publication Sales, Department of Public Instruction, 126 Langdon Street, Madison, WI 53702 (free).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Policy, *Learning Resources Centers, *Library Cooperation, *Library Networks, Position Papers, *School Libraries, Statewide Planning

Identifiers—*Wisconsin

This policy based on the principle that all types of libraries and users stand to benefit from increased cooperation was adopted by the Wisconsin Department of Public Instruction in 1979. The development and support of both formal and informal cooperative arrangements is encouraged as a means to facilitate resource sharing among all schools within a district. Also stressed is the development of cooperative activities between school media programs and other types of libraries, depending upon local needs. Some suggested activities are: (1) centralized cataloging and processing, (2) reference and referral services, (3) interlibrary loans, (4) shared publicity programs, (5) newsletters, (6) coordinated acquisition programs, and (7) continuing education. Cooperative organizations where staff from all types of libraries work together are also recommended. School media programs are urged either to participate in any existing cooperative activities, or to take responsibility for forming appropriate organizations where none currently exist. (BK)

ED 192 728 IR 008 784

New York State Library Trustees' Handbook.

New York State Education Dept., Albany, Div. of Library Development.

Pub Date—80

Note—33p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Selection, *Governing Boards, *Library Administration, Library Networks, *Public Libraries, Public Relations, *Trustees

Identifiers—New York

This guide was designed with three purposes in mind: (1) to build a greater awareness among trustees of library organization in the state and of the

support and services available to them through that organization; (2) to stimulate greater interest in and knowledge of the many duties and responsibilities of library trustees; and (3) to encourage closer cooperation with the public library system of which they are members. The following topics are covered: libraries in New York state, selection of trustees, trustees' responsibilities, library board organization, library policies, public relations, library laws, budgets and finance, trustees' relations with librarian and staff, planning and evaluation, library construction, and continuing education. Appendices include a checklist for trustees; a glossary of selected terms, acronyms, and abbreviations; a diagram of library development; and the Library Bill of Rights. (FM)

ED 192 729 IR 008 788
Taborsky, Theresa

The Public's Access to Health Sciences Information.

Pub Date—Apr 80

Note—82p.; Master's Thesis, University of Utah, Salt Lake City. Not available in paper copy due to print quality.

Pub Type—Information Analyses (070) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Health, Health Education, Information Sources, Information Utilization, Library Role, Literature Reviews, *Medical Libraries, Medicine, *Public Policy, *Sciences

Identifiers—*Access to Information

Prompted by an awareness of the general public's lack of access to scientific literature in the medical field, this paper documents the practical and ethical desirability of eliminating obstacles to those seeking health information. Discussions based on a survey of the literature focus on (1) the concepts and definitions of information, knowledge, and health; (2) information and health care policies; (3) civic science and cultural science literacy; (4) professional monopoly in health care policies; (5) utilization of health information; (6) health information sources; and (7) the role of libraries in health education. A bibliography is provided. (FM)

ED 192 730 IR 008 789
Dickinson, Elizabeth M. And Others

Report of the Racism and Sexism in Subject Analysis Subcommittee to the RTSD/CCS Subject Analysis Committee, Midwinter 1980.

American Library Association, Chicago, Ill. Resources and Technical Services Div.

Pub Date—80

Note—55p.; Best copy available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, *Attitudes, Cataloging, *Classification, Indexing, *Racial Bias, *Sex Bias, *Subject Index Terms, *Vocabulary

Identifiers—Dewey Decimal Classification, Library of Congress Classification

Directed toward the eradication of sexual and racial bias in bibliographic systems, the subcommittee reports its progress in the identification of areas of classification systems and subject headings requiring change. A policy statement and six guidelines establish a framework for three categories of projects: (1) the need for changes in Library of Congress (LC) subject headings applied to materials on a wide range of racial, ethnic, and lifestyle groups; (2) the analysis of placement and terminology used to classify women and racial and ethnic minorities in both LC and Dewey schedules; and (3) the compilation of annotated bibliographies citing research already done in the area of subject analysis and terminology relating to women and Afro-Americans. Summary reports of the six subcommittee projects are followed by a listing of further research needs, general recommendations, and a summary of all subcommittee recommendations. Full reports of the subcommittee projects are attached. (RAA)

ED 192 731 IR 008 791
Cavaleri, Tish A.

The 7 T's of Using Puppets in the Classroom.

Pub Date—80

Note—12p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *Language Arts, *Learning Activities, *Puppetry, Reading Instruction, Teaching Methods, Vocabulary

Development

Suggestions for using puppets in the classroom are the focus of this how-to-do-it piece by a participant in a Title I elementary school project. Although originally designed as a language arts unit on reading and vocabulary development, the activities described could be adapted for other teaching objectives. Seven aspects of the puppetry project are briefly outlined, including advice on organizing your time, selecting the puppets, preparing the script, and constructing the stage. More detailed information about the learning activities is given along with a bibliography on puppets. (LLS)

ED 192 732 IR 008 792
Johnston, A. M.

Theatre Librarianship, Occasional Publications Series Number Ten.

Sheffield Univ. (England). Postgraduate School of Librarianship.

Report No.—ISBN-0-903522-09-8

Pub Date—Apr 79

Note—93p.; Master's Thesis, University of Sheffield.

Pub Type—Dissertations/Theses - Undetermined (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cataloging, Financial Support, *Library Collections, Library Cooperation, Library Personnel, *Library Services, *Special Libraries, *Theater Arts

Developed to shed light on theater librarianship in Great Britain, this study defines theater libraries, illustrates the kind of work carried out in theater libraries and collections, reviews functional problem areas, and advocates better organization, financing, and staffing for these unique institutions. The study covers public, academic, private, and institutional collections to produce a critical account of the current state of theater librarianship. Appendices provide staff structures of operating libraries, classification schemes in use, examples of university courses in theater librarianship, and a range of services available from the libraries and their collections. A bibliography of 70 titles is included. (RAA)

ED 192 733 IR 008 796
Zubrow, Marcia And Others

University Libraries Task Force to Study the Issue of Release Time. A Report to the Library Faculty Executive Committee.

State Univ. of New York, Buffalo. Univ. Libraries.

Pub Date—Nov 79

Note—32p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Librarians, *Library Education, Library Surveys, *Professional Continuing Education, *Professional Development, *Released Time, Research

Based on the responses of 40 library faculty members to a questionnaire exploring the area of professional development activities, seven policy recommendations on release time for professional development and research were developed by a task force. These recommendations urge (1) recognition by library faculty of developmental opportunities and responsibilities; (2) recognition by the administration of its obligation to further professional development; (3) establishment of a policy for professional development and release time; (4) formal establishment of minimum opportunity levels for professional development; (5) flexible work schedules for library faculty; (6) equality of opportunity for all librarians regardless of work unit; and (7) the provision of resources to support the program. This report analyzes the questionnaires and presents detailed graphs depicting work, research, and professional development time utilization. An appendix presents the questionnaire and tabulated results. (RAA)

ED 192 734 IR 008 797
Hardesty, Larry

Use of the Library Reserve Collection at DePauw University.

Pub Date—Jul 80

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *College Libraries, Higher Education, Library Circulation, *Library Collections, Library Materials, Use Studies

Identifiers—*Reserve Book Collections

Undertaken to determine if the pattern of use of library reserve collections found at other college

libraries continues to exist at DePauw, this study found that approximately 40 percent of all the reserve collection items never circulated during the entire semester, and that 33 percent of the collection circulated only one to five times during that period. It is suggested that librarians examine their reserve collections to reduce the amount of time and effort expended on them, and to prevent them from discouraging more extensive use of the library. Statistical tables and references are provided. (FM)

ED 192 735 IR 008 798
Squires, Linda Lawrence

The Young Adult and Intellectual Freedom in the Library. A Selective Bibliography and Critical Review of the Literature.

Pub Date—79

Note—37p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Freedom, *Adolescents, Annotated Bibliographies, *Censorship, *Community Services, *Librarians, Libraries, *Student Rights

Designed for librarians planning community oriented programs, this annotated bibliography critically reviews literature defending the young adult's right to intellectual freedom. Works examined include U.S. English language journal articles and short sections of books published between 1967 and 1979. Within the bibliography and the review, topical divisions present (1) young adult needs and intellectual freedom; (2) the intellectual rights of young adults; (3) legal cases affecting young adults' rights in America; (4) the policy of the American Library Association concerning intellectual freedom for young adults; (5) the librarian's responsibility towards intellectual freedom for young adults; and (6) young adult views on freedom to read. The articles and short book segments are listed in alphabetical order under each heading. (RAA)

ED 192 736 IR 008 801
Johnson, William B. And Others

An Annotated Selective Bibliography on Human Performance in Fault Diagnosis Tasks. Technical Report 435. Final Report.

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Jan 80

Contract—DAHC19-78-G-0011

Note—53p.; For related document, see IR 008 809.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Artificial Intelligence, *Computer Assisted Instruction, Computer Oriented Programs, Decision Making Skills, Difficulty Level, *Equipment Maintenance, Measures (Individuals), *Problem Solving, *Simulation, Task Analysis, *Training Methods

Identifiers—*Fault Diagnosis, *Troubleshooting

This annotated bibliography developed in connection with an ongoing investigation of the use of computer simulations for fault diagnosis training cites 61 published works taken predominantly from the disciplines of engineering, psychology, and education. A review of the existing literature included computer searches of the past ten years of Psychological Abstracts and ERIC documents through mid-1978, and manual searches using references from reports, the University of Illinois library card catalog, and the solicitation of references from experts in the field. Some references dating from the early fifties are included. The materials are divided into three major areas: (1) research reports, primary and secondary; (2) manuals for fault diagnosis; and (3) materials indirectly related to fault diagnosis. Author and subject indexes are provided. (Author/MER)

ED 192 737 IR 008 802
1979 Annual Report.

Corporation for Public Broadcasting, Washington, D.C.

Report No.—ISBN-0-89776-34-4

Pub Date—80

Note—38p.; For related document, see ED 157 544.

Available from—Corporation for Public Broadcasting, 1111 16th Street, N.W., Washington, DC 20036 (free).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Industry, Educational Radio, Educational Television, *Programming (Broadcast), *Public Television

Activities of the Corporation for Public Broadcasting (CPB) in its fiscal year ending September 30, 1979, are described in terms of telecommunications activities, planning and research, human resources development, satellite technology, and general financing of public broadcasting. Other information includes a CPB assessment of its goals and policy, services for public broadcasting and the general public, activities of the board of directors and officers, and detailed financial accounting for the fiscal year. (MER)

ED 192 738

IR 008 803

Hall, Sandra K.

Answering the Challenge of Teletext, Viewdata Systems and Other Fast Growing Communications, Such as Home Computers.

Pub Date—21 Jun 80

Note—16p.; Paper presented at the Summer Workshop of Arizona Newspaper Association (Flagstaff, AZ, June 21, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, *Futures (of Society), *Information Dissemination, *Marketing, Microcomputers, *Newspapers, Online Systems Identifiers—*Teletext, *Videotext

Newspapers are facing challenges from the new media of teletext, viewdata systems, and home computers. Teletext, which provides formatted pages of text broadcast for viewing on a television screen, provides news immediately, simply, conveniently, and inexpensively. However, it does not provide the browse and scan options of newspapers. Of greater potential impact is the development of viewdata systems which use the television, telephone, and computer so that online searching can be done from the home. The system can also be modified to use a home computer rather than a television screen. Changes in how people spend their leisure time and their disposable income, combined with the stagnation of newspaper readership and the increasingly important role of information in society, suggest that newspapers should look into new options. If newspapers would utilize their information collection, analysis, storage, and dissemination capabilities, the production of a newspaper could be only one part of their business. Information marketing possibilities for both the business and the home in the future include using electronic news records to develop online databases, selling information in both electronic and clipping forms, and providing research services. (Author/BK)

ED 192 739

IR 008 804

Siegel, Arthur L. And Others

Application of Computer Simulation Techniques in Military Exercise Control System Development: 1. NETMAN Model Sensitivity Test and Validation. Technical Report 407.

Applied Psychological Services, Inc., Wayne, Pa. Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va. Pub Date—Sep 79

Contract—MDA903-78-C-2013

Note—115p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Computers, Management Systems, *Mathematical Models, *Military Training, *Simulation, Systems Analysis

The methods, procedures, and results of a sensitivity test on NETMAN, a stochastic digital computer model designed to simulate the information collection and scoring control systems used in tactical warfare training exercises, are described. NETMAN enables its users to obtain information such as personnel requirements, training requirements, and workload alternatives in such systems as the Marine Corps' Tactical Warfare Simulation, Evaluation, and Analysis System (TWSEAS). The model had received preliminary sensitivity testing, and a more thorough program was required. Consequently the Army Research Institute instituted a program to complete a formal model sensitivity test and validation, and define the role of such exercise control models in system design and redesign. This report summarizes the first year's effort and provides the model validation results, including selection and collection of criterion data from actual military exercises and the comparison of model re-

sults against these measures. Conclusions indicate that the model can be used with increased confidence to predict the performance of training exercise control systems up to battalion level. (Author/LLS)

ED 192 740

IR 008 806

Powers, Roderick W.

Development of Basic Data Systems. Student Information.

Alabama State Dept. of Education, Montgomery. Div. of Research and Information Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Note—27p.; For related document, see IR 008 811. Available from—Roderick W. Powers, Room 558, State Office Building, Montgomery, AL 36130 (free, while supply lasts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Collection, Data Processing, Educational Planning, Elementary Secondary Education, Information Needs, *Management Information Systems, Needs Assessment, Records (Forms), *School Districts, *Systems Development

Identifiers—*Student Information System

Directed to local superintendents of schools and local coordinators who desire assistance in developing and implementing student information systems in their districts, this guide summarizes material presented in the Alabama State Department of Education's LEA Basic Data Systems: A Manual of Developmental Activities. It describes Alabama's educational student information systems, and outlines 15 activities in the development of such systems: (1) obtaining local education agency (LEA) commitment, (2) establishing a relationship with the LEA, (3) appointing the LEA coordinator, (4) advisory committee selection, (5) forms needs assessment, (6) identification of data needs, (7) refinement of data needs, (8) input-output forms preparation, (9) input-output dictionary preparation, (10) developing procedural materials for data collection, (11) field testing, (12) materials revision, (13) creating file systems, (14) writing operating procedures for data retrieval, and (15) formatting final orientation sessions. (FM)

ED 192 741

IR 008 807

Brown, Duncan H.

Educational Broadcasting: Two Lessons from the Open University Experience. I.E.T. Papers on Broadcasting: Number 130.

Pub Date—80

Note—10p.; Paper presented at the Pacific Telecommunication Conference (Honolulu, HI, 1980). Best copy available.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, *Educational Radio, *Educational Television, *Extension Education, Foreign Countries, *Open Universities, Postsecondary Education, *Teaching Methods

Identifiers—Open University (Great Britain)

Examination of the Open University's use of educational broadcasting indicates that it is a valuable resource but a continued emphasis on the hardware, together with a failure to recognize the problems which users may face, will mean that in many cases the results will not match the expectations. The emphasis is too often placed on the hardware when educational broadcasting systems are introduced rather than toward the individuals for whom it is intended, and students often do not possess the skills necessary to make full use of the educational broadcasting programs. Examples are provided from the Open University's experience. (CHC)

ED 192 742

IR 008 808

Brown, Duncan H.

Educational Radio: A Select Annotated Bibliography. I.E.T. Papers on Broadcasting: Number 104.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—78

Note—33p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Audiences, Developing Nations, *Educational Radio, Literature Reviews, *Media Research, *Open Universities, Research Reports

This selected, annotated bibliography for the Audio-Visual Media Research Group of the Open University includes sections on (1) general bibliographies and literature reviews, (2) experimental studies, (3) BBC audience research reports, (4) miscellaneous items, (5) radio in less developed countries, and (6) Audio-Visual Media Research Group Reports. The project was begun with a computer search of the ERIC files to provide a source of background information for members of the research group who are involved in a study of the use of radio programming and audio-cassettes in Open University courses. (CHC)

ED 192 743

IR 008 809

Rouse, William B. And Others

Human Decision-Making in Computer-Aided Fault Diagnosis. Technical Report 434. Final Report.

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Jan 80

Contract—DAHC19-78-G-0011

Note—29p.; For related document, see IR 008 801.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Decision Making Skills, Difficulty Level, *Equipment Maintenance, Measures (Individuals), *Problem Solving, *Simulation, Task Analysis, *Training Methods Identifiers—*Fault Diagnosis

A series of six experiments was conducted to increase understanding of human performance on diagnostic tasks, and in the process to investigate the feasibility of using context-free computer-based simulations to train troubleshooting skills. Three simulated diagnostic tasks were developed: a simple context-free task, a complex context-free task, and a context-specific task (simulation of aircraft powerplants). The six studies evaluated the effects of computer aiding on the performance of each task and on subsequent unaided performance, using different task mixes, subjects (4 to 48 engineering or technical trainees), and conditions (self-paced vs. forced pacing, feedback loops). Computer aiding reduced the number of tests required to diagnose simple problems and enhanced subsequent unaided performance except when subjects were under time pressures. Training on the simple task with computer aiding first inhibited and then enhanced performance on the complex context-free task. Training on the context-free tasks improved performance on the context-specific task. Results provide a database for both theoretical issues in fault diagnosis and practical application of computer aiding to live system performance. (Author)

ED 192 744

IR 008 810

Project Basic and School Library Media Programs. Issues in Media Management: 1980 Series.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date—80

Note—55p.; For related document, see ED 178 058.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, *Competency Based Education, *Educational Media, Elementary Secondary Education, Graduation Requirements, Instructional Innovation, *Learning Resources Centers, Librarians, *Library Role, *School Libraries

The seven papers in this collection, which were presented at a workshop for library media supervisors, focus on competency-based education and the role of media centers in implementing Maryland's Project Basic. Papers included are: "Project Basic Instructional Guides: A Resource for Teachers," by Margaret Trader; "Scope and Sequence Charts for the Five Areas of Human Activity: Basic Skills, Citizenship, Survival, Work, the Arts/Physical Education," by Leroy London; "What's Happening in Maryland School Library Media Centers—A Progress Report from Calvert and St. Mary's Counties," by Anne Jones and Eleanor Ripple; "What's Happening in Other Places: Response to a National Survey," by Elsie Lawson; "The Role of the Library

Media Program in the Implementation of Project Basic," by Louise Waynant; and "The Role of Librarians in the Competency-Based Curriculum Plan," by Johanna Wood. (MER)

ED 192 745 IR 008 811

Powers, Roderick W.

LEA Basic Data Systems. A Manual of Developmental Activities.

Alabama State Dept. of Education, Montgomery. Div. of Research and Information Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Note—127p.; For related document, see IR 008 806.

Available from—Planning and Evaluation Section, Room 558, State Office Building, Montgomery, AL 36130

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Data Collection, *Data Processing, *Educational Planning, *Elementary Secondary Education, *Information Needs, *Management Information Systems, *Needs Assessment, *Records (Forms), *School Districts, *Systems Development

Identifiers—*Student Information System

Intended to assist school administrators in developing both student information systems and total information systems, this guide contains suggestions which, when considered in terms of local characteristics and concerns, can be used to create such systems to support administrative decision making, state and federal reporting, guidance, research, and strategic planning. Fifteen activities in the development of basic information systems are detailed: (1) obtaining the necessary local education agency (LEA) commitment; (2) establishing a relationship with the LEA; (3) appointing the LEA coordinator; (4) advisory committee selection; (5) forms needs assessment; (6) identification of data needs; (7) refinement of data needs; (8) input-output forms preparation; (9) input-output dictionary preparation; (10) developing procedural materials for data collection; (11) field testing; (12) materials revision; (13) creating file systems; (14) writing operating procedures for data retrieval; and (15) formatting final orientation sessions. Appendices contain worksheets for each activity. (FM)

ED 192 746 IR 008 813

Media Standards.

North Clackamas School District 12, Milwaukie, Ore.

Pub Date—Jul 78

Note—39p.

Available from—For a related document, see ED 130 419.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiovisual Aids, *Elementary Secondary Education, *Guidelines, *Learning Resources Centers, *Library Administration, *Library Collections, *Library Facilities, *Library Materials, *Library Material Selection, *Library Services, *Library Standards, *School Districts, *School Libraries

Guidelines for library media services for the North Clackamas School District were developed by two teams representing the elementary, junior high, and senior high schools. These minimum standards describe the goals and objectives for library media services to students, staff, and community; the operation of the media centers; and the audiovisual equipment and facilities required. The role of district media services is also covered. Specific policies and procedures are outlined for: (1) managing the library media center; (2) staffing and budgeting; (3) composition of a basic media collection; (4) selecting material for the center; and (5) furnishing and equipping the center. (BK)

ED 192 747 IR 008 816

Weiss, Jack A.

Research and Demonstration for a Comprehensive Package of Computer Programs to Serve Community College Learning Resource Centers. Final Report.

Elgin Community Coll., Ill.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Bureau No.—475AH70136

Pub Date—Jun 80

Grant—G007702306

Note—617p.; Some sample printouts in appendices

may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Colleges, *Computer Programs, *Learning Resources Centers, *Library Automation, *Library Technical Processes, *Program Design, *Program Development, *Systems Approach, *Two Year Colleges

One of 15 members of the Northern Illinois Learning Resources Cooperative (NILRC), Elgin Community College served as host institution for a project to design, develop, test, and install computer programs in a community college resource center environment. The service functions identified for systems development included circulation, serial holdings, equipment scheduling, materials preview and rental control, and media production. The development for the project took place within an IBM technical environment (Model 370/125 computer) and is designed for ease of transfer to other medium-sized or larger IBM computer systems. Special technical features include modular programming, COBOL coding, online documentation and programming, database management system design (DL/I), CICS teleprocessing with command level coding, and the extensive use of tables in the system design. The project report includes results of the activities, problems encountered, and extensive appendices. (Author/MER)

ED 192 748 IR 008 817

McAleese, Roy Scobbie, John

Resource Based Learning: An Experience in Planning and Production.

Aberdeen Univ. (Scotland).

Spons Agency—Nuffield Foundation, London (England).

Pub Date—Jul 80

Grant—EDU/GRA/159

Note—108p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Botany, *Foreign Countries, *Higher Education, *Instructional Development, *Learning Modules, *Legal Education, *Material Development, *Media Specialists, *Production Techniques, *Scripts, *Team Teaching, *Videotape Recordings

A 2-year project at the University of Aberdeen focused on the production of learning materials and the planning of audiovisual based instruction. Background information on the project examines its origins, the nature of course teams, and the evaluation of the five text-tape programs produced. The report specifies three project aims: (1) to produce a series of learning packages of videotape and accompanying text material; (2) to encourage widespread use of such packages by a process called action research or "team planning"; and (3) to publicize the various development stages to encourage others to try these techniques. Sample materials appended include two television scripts, a botany self assessment exercise, a scenario for law programs, an evaluation (botany), and notes for viewers (law). (MER)

ED 192 749 IR 008 818

Griffith, Douglas

A Review of the Literature on Memory Enhancement: The Potential and Relevance of Mnemotechnics for Military Training. Technical Report 436.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Dec 79

Note—67p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Learning, *Memory, *Military Training, *Mnemonics, *Training Methods

An analysis based on an extensive review of the scientific and popular literature indicates that memory enhancement techniques (mnemotechnics) can be used to increase the effectiveness of military training. An overview of the most common memory enhancement techniques provides background for an assessment of the general utility of such techniques based on a review of the experimental research. A strategy for applying mnemonics and mnemotechnics to military training is then given. It is concluded that mnemonics and mnemotechnics have the potential to significantly enhance training effectiveness. However, if they are not carefully researched and implemented, it is likely that their training potential will be mitigated, if not entirely lost. Intended primarily for professional researchers

to identify areas of needed research, this report can also be used by the military training community to assess the training potential of mnemonics and mnemotechnics. (Author/LLS)

ED 192 750 IR 008 819

Barnette, J. Jackson Taffel, Sherman

The Status of Management Information Systems (MIS) in State Departments of Education. Case Studies.

Alabama State Dept. of Education, Montgomery.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 73

Note—39p.; For a related document, see IR 008 820.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administration, *Case Studies, *Data Processing, *Decision Making, *Interviews, *Management Information Systems, *Program Implementation, *State Departments of Education, *Surveys

Identifiers—*Elementary Secondary Education Act

Complementing a 1973 survey of management information systems in state departments of education, the conclusions developed in this study present an overview of MIS development and implementation in six states: Georgia, Iowa, Maryland, Oregon, Texas, and Utah. In-depth case studies examine the concerns of MIS personnel and provide insights developed by experienced persons regarding MIS problems and their potential solutions. The departments of education responded to interview questions concerning understanding and planning of MIS, determination of user needs, identification and procurement of resources, scheduling MIS development, accountability and MIS, and evaluation of MIS. Appendices include the interview schedule and a taping agreement. (Author/RAA)

ED 192 751 IR 008 820

Hayman, John L., Jr. And Others

The Status of Management Information Systems (MIS) in State Departments of Education. National Survey.

Alabama State Dept. of Education, Montgomery.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 73

Note—95p.; For a related document, see IR 008 819. Colored ink may not reproduce clearly.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administration, *Administrators, *Data Processing, *Decision Making, *Management Information Systems, *Program Development, *Program Implementation, *Questionnaires, *State Departments of Education, *Surveys

Identifiers—*Elementary Secondary Education Act

Prepared for top and middle managers, this paper represents a comparative overview of management information system development in 40 state departments of education. Questionnaires elicited information about the background of participating agencies as well as conceptual concerns, the planning and implementing of MIS data collection, data processing, and information delivery. Specific conclusions drawn from this study and some of their implications are discussed together with a complete description of the survey. Appendices include the MIS questionnaire, data in table form, a key relating the questionnaire to sections of the paper, and definitions of terms. (Author/RAA)

ED 192 752 IR 008 821

Brown, Duncan H.

Student Attitudes to Radio. I.E.T. Papers on Broadcasting: Number 108.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date—79

Note—41p.; Best copy available.

Pub Type—Numerical/Quantitative Data (110)

Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Radio, *Factor Analysis, *Foreign Countries, *Longitudinal Studies, *Media Research, *Open Universities, *Postsecondary Education, *Questionnaires, *Student Attitudes

This report describes a study conducted by the Audio-Visual Media Research Group of the Open

University to investigate student attitudes, over time, to the value of radio as a course component. Results of a January 1979 survey using a questionnaire are reported with tables and analyzed according to (1) whether a student had access to a VHF radio at home, (2) the way in which a student already used radio, (3) any experience a student may have had with Open University radio before beginning a foundation course, and (4) any expectations students might have of the role radio could play as a course component and how confident they were that they could use radio in this way. The appendices include the questionnaire, data on the samples used, and the percentage of responses to individual questionnaire items. (CHC)

ED 192 753 IR 008 822

A Study in Computer Abuse.

Caulfield Inst. of Technology (Australia).
Pub Date—Feb 79

Note—95p. Page 16 may not reproduce.
Pub Type—Information Analyses (070) — Reference Materials — Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, Computer Programs, *Computers, *Crime, Foreign Countries, *Identification, *Prevention, Problems, State of the Art Reviews, Tables (Data)
Identifiers—*Australia

Computer abuse is examined as both a general issue and as a specific problem. A statistical profile of computer crime lists distribution by country of reported cases, by industry of occurrence, and by amount of monetary loss. The characteristics of computer abuse are described along with the important categories of such crimes. Factors inhibiting reports of abuse, and the job positions of the perpetrators are also presented. Specific examples of abuse are cited from several countries, and nine Australian cases are briefly recounted. Prevention is discussed as a function of the types of controls employed in both the applications and the administrative areas. (Application controls cover all phases of data processing, while administrative controls deal with scheduling personnel, physical security, billing procedures, and maintenance and disaster procedures.) Problems in detecting computer crimes are also discussed, and some of the methods used are indicated. (BK)

ED 192 754 IR 008 824

Bierschenk, Bernhard

A System for Interactive Behaviour Simulation.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.
Pub Date—78

Note—25p.; Educational and Psychological Interactions, No. 65.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Theories, *Communication (Thought Transfer), Educational Environment, Higher Education, *Interaction, *Preservice Teacher Education, *Simulation, *Student Teacher Relationship, Tables (Data), Videotape Recordings
Identifiers—Sweden

A psycho-ecological model is used as the basis for a simulation of interactive behavior strategies. The basic unit is an event, and each event has been recorded on closed circuit television videotape. The three basic paradigms of behavioral science—association, structure, and process—are used to anchor the simulations. The empirical foundation for each paradigm is described, as well as the simulator as an objective and reliable instrument. Exploratory evaluations of adaptive behavior simulation suggest that the main influence on development of behavior strategies has been the association paradigm. A brief list of references is attached. (Author/BK)

ED 192 755 IR 008 825

Telecommunications Law Reform, 1980, 96th Congress, 2nd Session.

American Enterprise Inst. for Public Policy Research, Washington, D.C.
Report No.—ISBN-0-8447-0227-7

Pub Date—Feb 80

Note—67p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Federal Legislation, Federal Regulation, *Telecommunications

Arguments for and against the major legislative proposals pertaining to the reform of the nonbroadcast part of the nation's telecommunications law which are pending before the 96th Congress are analyzed. Background information is given regarding (1) the structure of the domestic telecommunications industry, (2) the regulatory authority which oversees the industry, (3) pricing policies, (4) competitive pricing, (5) the effect of advances in technology, (6) legislative decisions affecting competition, and (7) antitrust enforcement suits. The five major bills pending before Congress are detailed along with the changes which the administration endorses. The goals of pending legislative proposals range from the reaffirmation of the universal service goal of the Communications Act of 1934 and a return to the provision of service by monopoly carriers to opening all aspects of nonbroadcast telecommunications to competition and drastically reducing the level of regulation. A substantial list of notes and references is provided. (Author/LLS)

ED 192 756 IR 008 827

Bruiere, Susanne M. Chambers, Anne E.

The Use of Telecommunications in the Training of Rehabilitation Personnel. Final Report.

Seattle Univ., Wash.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—Feb 80

Grant—45-P-81379/0-01

Note—233p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Instructional Innovation, *Professional Training, *Telecommunications, *Teleconferencing, *Vocational Rehabilitation

The purpose of this national short-term training project was to provide trainers of rehabilitation personnel with the knowledge and skills necessary to make informed choices when considering telecommunications technology as a delivery approach in training. Training content was designed to provide both an overview of the telecommunications technologies available and an in-depth coverage of an experience with the technology which would be the most immediately accessible to the trainers. The telephone was chosen for in-depth coverage, and a teleconferenced approach was subsequently used to deliver the training in 21 locations throughout the United States. Curriculum content included an overview of existing telecommunications technologies and current applications in the delivery of continuing education and human services. Results of a post-program survey showed that 70 percent of the participants were "likely to very likely" to use teleconferencing in their work. Participants also indicated that they were able to learn new information from the teleconferenced instructional approach. (MER)

ED 192 757 IR 008 828

Branstad, Martha A. And Others

Computer Science and Technology: Validation, Verification, and Testing for the Individual Programmer.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Pub Date—Feb 80

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-003-02159-8, \$1.75).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Programs, Design, *Evaluation Methods, *Evaluation Needs, *Formative Evaluation, Guidelines, *Program Development, Program Evaluation, Programming, Program Validation, Testing

Guidelines are given for program testing and verification to ensure quality software for the programmer working alone in a computing environment with limited resources. The emphasis is on verification as an integral part of the software development. Guidance includes developing and planning testing as well as the application of other verification techniques at each lifecycle stage. Relying upon neither automated tools nor formal quality assurance support, the guidelines should be appropriate for applications programmers doing small development projects. A brief bibliography is provided as an entry into the field of verification, validation, and testing. (Author/BK)

ED 192 758

Bensinger, Charles

The Video Guide. Second Edition.

Report No.—ISBN-0-931294-03-7

Pub Date—80

Note—261p.; Produced by Video-Info Publications, Santa Barbara, CA.

Available from—BOOKPEOPLE, 2940 Seventh St., Berkeley, CA 94704.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Video Equipment, *Videotape Cassettes, *Videotape Recorders, *Videotape Recordings

Intended for both novice and experienced users, this guide is designed to inform and entertain the reader in unravelling the jargon surrounding video equipment and in following carefully delineated procedures for its use. Chapters include "Exploring the Video Universe," "A Grand Tour of Video Technology," "The Video System," "The Video Camera," "The VTR," "All about Videotape," "Making the Right Connections," "TV Monitors and Video Projectors," "VTR Interchangeability," "Connecting and Operating the VTR," "Basic Videocassette Systems," "The Video Portapak," "ENG and Portable Videocassette Systems," "Maintenance and Troubleshooting," and "Setting Goals/Purchasing Equipment." Diagrams, a glossary of terms, and appendices on information sources are provided. (MER)

ED 192 759 IR 008 830

The Definition of Educational Technology. AECT

Task Force on Definition and Terminology.

Association for Educational Communications and Technology, Washington, D.C.

Report No.—ISBN-0-89240-006-4

Pub Date—77

Note—180p.

Available from—Association for Educational Communications and Technology, 1126 16th Street, N.W., Washington, DC 20036 (\$10.95/non-members, \$8.95/members).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Communications, Behavioral Sciences, *Certification, *Definitions, *Educational History, Educational Methods, Educational Resources, *Educational Technology, *Educational Theories, Models, Professional Associations, *Professional Occupations, Social Environment, *Systems Approach

A total, systematic, integrative concept provides the framework for this definition of educational technology as a theory, a field, and a profession. The definition statement presents an historical perspective of attempts to define educational technology and a current theoretical framework for arriving at a definition. It also identifies the intellectual techniques and practical applications derived from the theoretical framework and describes the training and certification, the ethics and standards, the leadership, the association and communications, the acknowledgement as a profession, the concern of the profession, and the relationship to other professions that both derive from the theoretical framework and exist in the field today. An evaluation of the definition statement concludes this document by the AECT Task Force on Definition and Terminology; a list of references and a glossary of terms not defined within this definition statement are appended. (Author/BK)

ED 192 760 IR 008 831

Development Communication in an Urban Setting.

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date—Jul 80

Note—18p.

Journal Cit.—Development Communication Report; n31 Jul 1980

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Communications, Communications, Contraception, Curriculum Development, *Developing Nations, Educational Radio, Housing Needs, *Information Dissemination, Literacy Education, *Rural Education, *Urban Improvement

Identifiers—Africa, Latin America, Two Way Communication

The application of lessons gained from rural ex-

perience with development communications to the problems of delivering social services to the poorer segments of the urban areas is described in a report on the squatter upgrading project in Lusaka, the capital of Zambia. A Project Support Communications Unit established to provide communication between the communities and the Housing Project Unit uses such media as videotape, slides, films, audiotape, photographs, posters and leaflets, and street theater and popular music to enhance the flow of information to and from project participants. Also included in this issue are articles describing a program for the social marketing of contraceptives in Mexico; a bilingual program in Austin, Texas, which is based on low-cost program and media production models developed in several Latin American countries; an independent service for pretesting media messages; a rural communication network in Liberia; a curriculum reform project in Honduras; a game for teaching literacy; the Laubach method for producing literacy primers; and a major project now underway to test whether radio can be used effectively to teach English language arts. Book reviews and ERIC resources are also included, as well as a regular feature, Dilemmas in Country X: Candid Discussions about Failures. (BK)

ED 192 761 IR 008 832
Masters Degree Programs in Instructional Technology.

Association for Educational Communications and Technology, Washington, D.C.
Pub Date—Jan 80
Note—191p.

Available from—Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, DC 20036 (\$6.95).

Pub Type—Reference Materials / Directories / Catalogs (132) — Tests / Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum. *Degree Requirements. *Educational Technology. Foreign Countries. Higher Education. *Masters Degrees. *Masters Programs. *Program Descriptions, Questionnaires. School Surveys
Identifiers—United States

This listing of 89 schools from around the world with master's degree programs in educational technology is based on the results of a survey completed by the International Division of the Association for Educational Communications and Technology in the fall of 1979. Countries represented in addition to the U.S.A. are Australia, Canada, Hong Kong, Korea, and Nigeria. Information for each entry includes admission requirements, graduation requirements, length of program, major fields or subjects, required courses, electives, grading evaluation, and curriculum administration and evaluation. The entries are alphabetically arranged by country, state, and school. A summary of the responses to 89 questionnaires is included, and a sample questionnaire is appended. (BK)

ED 192 762 IR 008 833
Media, the Learner, and Intellectual Freedom. A Handbook.

Association for Educational Communications and Technology, Washington, D.C.
Report No.—ISBN-0-89240-034-X
Pub Date—79
Note—60p.

Available from—Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, DC 20036 (\$8.95 non-members, \$7.95 members).

Pub Type—Guides / Non-Classroom (055) — Tests / Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Freedom. Check Lists. *Educational Assessment. *Educational Media. *Media Selection. Media Specialists. Position Papers. Records (Forms). School Administration. Teachers

The Intellectual Freedom Committee of the Association for Educational Communications and Technology (AECT) has developed this handbook to assist schools in strengthening their philosophy and curriculum, encourage the purchase of the best and most appropriate educational media, and provide support to the administrator, teacher, and media specialist in potentially controversial areas. A position statement on intellectual freedom and guidelines for developing an educational media selection policy are given. Appendices include: (1) a

checklist for survival against censorship. (2) a sample policy statement. (3) an evaluation guide for instructional materials. (4) a sample form to request the reconsideration of instructional materials. (5) checklists for school media advisory committee reconsideration of instructional materials. (6) a directory of contacts for intellectual freedom matters. (7) a selected list of organizations with intellectual freedom manuals, and (8) a bibliography on issues of intellectual freedom. (MER)

ED 192 763 IR 008 834
Professional Development and Educational Technology. Proceedings of the National Conference (Washington, D.C., January 16-18, 1980).

Association for Educational Communications and Technology, Washington, D.C.
Pub Date—80

Note—158p.; Some figures may not reproduce.

Available from—Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, DC 20036 (\$15.00/non-members, \$13.50/members).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies. Computer Assisted Instruction. Data Bases. *Educational Improvement. Educational Innovation. *Educational Needs. *Educational Technology. Microcomputers. Networks. *Problems. *Professional Development. Teacher Attitudes. Videodisc Recordings

The papers collected here were presented at a three-day conference which focused on the use of communications technology for educational/instructional purposes. Participants included representatives from elementary and secondary schools; two- and four-year colleges and universities; continuing education and lifelong learning; industry, labor, and government; and the professions, including medical and health care, engineering, and law. The presentations reflect the three-fold purpose of the conference which was to (1) discuss issues and problems related to educational technology. (2) present case studies of successful applications, and (3) determine recommendations for future solutions to existing problems. Presentations include discussions of videodiscs, computer assisted instruction, the Educational Telecommunications for Alaska (ETA) project, microcomputers, and educational database systems. (LLS)

ED 192 764 IR 008 835
Billings, Roland G. Goldman, Errol
Professional Negotiations for Media/Library Professionals: District and School.

Association for Educational Communications and Technology, Washington, D.C.
Pub Date—80

Note—95p.

Available from—Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, DC 20036 (\$8.50 non-members, \$6.50 members).

Pub Type—Guides / Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Collective Bargaining. Grievance Procedures. *Librarians. *Media Specialists. Needs Assessment. *Public Schools. Unions

This handbook describing collective bargaining as it relates to media/library professionals in public school systems provides an overview of the collective bargaining process, as well as discussions of the various phases: (1) strategies and preparation for collective bargaining. (2) negotiating the collective bargaining agreement. (3) a representative sample of existing contracts that have provisions relating to media/library professionals and their programs, and (4) the impact of the media library professional on media programs through the collective bargaining process. A summary of current trends in negotiations, a glossary, and a bibliography are included. (CHC)

ED 192 765 IR 008 836
Promoting Educational Technology. Summary Report of the Annual Lake Okoboji Educational Media Leadership Conference (25th, Milford, Iowa, August 20-24, 1979).

Association for Educational Communications and Technology, Washington, D.C.; Iowa Univ., Iowa City, Div. of Continuing Education.
Pub Date—Apr 79

Note—109p.; For related documents, see ED 044

938, ED 088 529, ED 135 353-360, and ED 183 218.

Available from—Director's Office. Audiovisual Center, The University of Iowa, Iowa City, IA 52242 (\$4.00).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (02)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communication Problems. *Diffusion. *Educational Technology. Guidelines. Leadership Training. Learning Theories. Management Systems. Marketing. Media Research. Models. Organizational Communication. *Planning. *Political Influences. *Publicity. Public Relations. Self Evaluation (Individuals)
Identifiers—*Lake Okoboji Educational Media Leadership Conf

This summary report of the annual conference includes statements of delegate concerns prepared for the planning committee, presentations by three resource delegates on the promotion of educational technology at different levels, and reports from seven study committees. Lucy Ainsley discussed promotion strategies at the district level. K-12; Wesley Meierhenry, in higher education; and Jim Sucey, for business and industry. Topics covered by the committee reports are: (1) factors contributing to professional self-concept. (2) use of principles of learning in promotional efforts. (3) a planning model for marketing educational technology. (4) factors inhibiting promotional efforts. (5) use of support systems and management allies in promotional efforts. (6) leadership training for promoting educational technology, and (7) the role of political action in promoting educational technology. The report concludes with descriptions of the "Okoboji process" by Patricia Hunter, Peg Childs, and William Winn, and closing statements by Lee Cochran and Bill Oglesby. (BK)

ED 192 766 IR 008 837
Wildman, Terry M. Burton, John K.
Matching Learning Theory, Instructional Technology, and Evaluation Design.

Pub Date—24 Apr 80

Note—18p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Denver, CO, April 21-24, 1980). For a related document, see IR 008 914.

Pub Type—Opinion Papers (120) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making. Delivery Systems. Educational Theories. Evaluation Methods. *Evaluators. *Formative Evaluation. Instructional Design. *Instructional Development. Instructional Improvement. Models

This review of the state of educational evaluation, which is directed to both those who produce and those who consume evaluation data, suggests that certain prevalent evaluation practices are seriously out of step with, and inappropriate for, current mainstream instructional activity. Evaluation is recommended as not merely an appendage to instruction, but rather as essential for corrective feedback during the developmental stages of instruction. Further, evaluation is proposed as a process to deal singly and interactively with the various components of the system it serves. Some of the problems of changing the parameters of evaluation are described with emphasis on the need to evaluate the process of an educational program and not just the products. A common design framework is proposed for evaluators and instructional planners in theory based (e.g., behavioral, cognitive, humanistic) instructional evaluation. References and figures illustrating the model are attached. (MER)

ED 192 767 IR 008 838
LaFrance, Jacques E.
Shall We Teach Structured Programming to Children?

Pub Date—79

Note—11p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs. *Educational Games. Elementary Education. Feasibility Studies. Gifted. *Instructional Innovation. Intermediate Grades. *Programming. Programming Languages

To study the effectiveness and feasibility of using structured programming games at the elementary school level, this study presented one and one-half hours of programming instruction to a group of

gifted children between the ages of nine and twelve. Using a game called Antfarm and the programming language Pascal, the instruction introduced certain structured programming features such as basic commands, concepts of sequence, iteration, selection and refinement, and the notion of hierarchical structure. Results showed high motivation for the entire group. A few children were beginning to use top-down design, to define their own modules, and to give them names. Two problems noted were that the selection commands were difficult for the children to learn, and technical bugs sometimes caused the program to abort. A 19-item bibliography is attached. (BK)

ED 192 768

IR 008 844

Young, Michael

Note on the Honduras Radio Schools (ACPH—Accion Cultural Popular Hondureno). IEC Discussion Paper. Appendix 4. International Extension Coll., Cambridge (England).

Pub Date—77

Note—43p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, Communications, *Developing Nations, *Educational Radio, *History, *Literacy, Problems, Programming (Broadcast), Social Background

Identifiers—*Accion Cultural Popular, *Honduras

This report on the radio schools in Honduras, Central America, includes (1) an account of an afternoon session of the radio school's Primary Equivalence Programme (PEPA), including a testimonial of a student and a statement regarding the importance of the monitors; (2) information on the social background of Honduras; (3) an historical account of the growth of Accion Cultural Popular Hondureno (ACPH); (4) a description of the agricultural program of ACPH; (5) a commentary on the significant elements of the present situation; and (6) an account of the curriculum for the PEPA. (CHC)

ED 192 769

IR 008 846

Bartlett, Larry D. And Others

Selection of Instructional Materials. A Model Policy and Rules.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—Jun 80

Note—55p.; For related document, see ED 116 691. Best copy available.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, *Censorship,

*Educational Policy, Elementary Secondary Education, *Evaluation Methods, Guidelines, *Instructional Materials, *Media Selection, Media Specialists, Models, *School Policy, Simulation

This model prepared by the State of Iowa Department of Public Instruction is intended to provide assistance to schools in developing their own policy and procedures for the selection of library media and text materials. A brief model statement of policy is followed by a model statement of rules which includes (1) responsibility for selection of materials, (2) criteria for selection of materials, (3) procedures for selection, and (4) procedures for handling complaints. Forms for reconsideration, instructions from the board to the reconsideration committee, flow charts of the reconsideration process, and a simulation designed to help people understand the process are also provided. A list of sources is given which includes both publications and associations concerned with intellectual freedom. (CHC)

ED 192 770

IR 008 849

Bernhard, Keith E.

Teacher Education Redesign: Competencies in Educational Technology.

Pub Date—Nov 79

Note—20p.; Paper presented at the Annual Conference of the Ohio Educational Library Media Association (November 1979). Section on information strategies will not reproduce.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Instruction, *Competency Based Teacher Education, *Educational Technology, Higher Education, *Preservice Teacher Education

This brief description of the development of competency-based teacher education (CBTE) pro-

grams at the University of Toledo emphasizes the analysis of the kinds of competencies in educational technology most needed by preservice teachers and the interdisciplinary nature of the analysis. The two appendices which form the major part of the paper include a collection of competencies currently "in force" in the CBTE programs at the University of Toledo, and a set of competencies grouped by functions in the domain of educational technology. These competencies-by-function form seven clusters—theories of learning and instruction, systematic instructional planning and evaluation, information search strategies, evaluation and selection of instructional media, production of instructional materials, use of alternative instructional media, and understanding and operating audiovisual equipment. A 23-item bibliography is attached. (MER)

ED 192 771

IR 008 850

Criterion Referenced Assessment Bank. Grade 6

Skill Clusters, Objectives, and Illustrations.

Montgomery County Public Schools, Rockville, Md.

Pub Date—80

Note—96p.; Some illustrations will not reproduce.

For related documents, see IR 008 850-853.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Atlases, *Criterion Referenced Tests, Dictionaries, Elementary Education, Encyclopedias, *Grade 6, Indexes, Library Catalogs,

*Library Instruction, *Library Materials, *Library Skills

Part of a series of competency-based test materials

for grades six through ten, this set of nine test book-

lets for sixth graders contains multiple-choice ques-

tions designed to aid in the evaluation of the pupils' library

skills. Accompanied by a separate, tenth

booklet of illustrations which are to be used in con-

junction with the questions, the nine test items

cover the following skill clusters: (1) location of li-

brary resources, (2) understanding about library

materials, (3) using the card catalog, (4) general

reference skills, (5) using dictionaries, (6) using en-

cyclopedias, (7) using almanacs, (8) using atlases,

and (9) using newspaper, magazine, and periodical

indexes. Objectives for all clusters are identified in

the first booklet. Location of Resources. (FM)

ED 192 772

IR 008 851

Criterion Referenced Assessment Bank. Grade 9

Skill Clusters, Objectives, and Illustrations.

Montgomery County Public Schools, Rockville, Md.

Pub Date—80

Note—55p.; Some illustrations will not reproduce.

For related documents, see IR 008 850-853.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Atlases, *Criterion Referenced Tests,

Dictionaries, *Grade 9, Indexes, Library Catalogs,

*Library Instruction, *Library Materials,

*Library Skills, Reference Materials, Secondary

Education

Part of a series of competency-based test materials

for grades six through ten, this test booklet for ninth

graders contains multiple-choice questions designed

to aid in the evaluation of the pupils' library skills.

Accompanied by a separate booklet of illustrations

which are to be used in conjunction with the ques-

tions, the test covers the following skill clusters: (1)

understanding about library materials, (2) using the

card catalog, (3) general reference skills, (4) using

dictionaries, (5) using atlases, (6) using newspapers,

(7) using periodical indexes, (8) using additional re-

ference materials, and (9) the production of audi-

ovisual media. Objectives for each of the clusters are

identified. (FM)

ED 192 773

IR 008 852

Criterion Referenced Inventory. Grade 7 Skill

Clusters, Objectives, and Illustrations.

Montgomery County Public Schools, Rockville, Md.

Pub Date—80

Note—61p.; Some illustrations will not reproduce.

For related documents, see IR 008 850-853.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Atlases, *Criterion Referenced Tests,

Dictionaries, Elementary Education, Encyclo-

pedias, *Grade 7, Indexes, Library Catalogs,

*Library Instruction, *Library Materials, *Li-

brary Skills, Reference Materials

Part of a series of competency-based test materials

for grades six through ten, this test booklet for sev-

enth graders contains multiple-choice questions de-

signed to aid in the evaluation of the pupils' library skills. Accompanied by a separate booklet of illustrations which are to be used in conjunction with the questions, the test covers the following skill clusters: (1) location of resources, (2) understandings about materials, (3) using the card catalog, (4) general reference skills, (5) using dictionaries, (6) using encyclopedias, (7) using almanacs, (8) using atlases, and (9) using newspaper, magazine, and periodical indexes. Objectives for each of the clusters are identified. (FM)

ED 192 774

IR 008 853

Criterion Referenced Inventory. Grade 10 Skill

Clusters, Objectives, and Illustrations.

Montgomery County Public Schools, Rockville, Md.

Pub Date—80

Note—48p.; Some illustrations will not reproduce.

For related documents, see IR 008 850-853.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Atlases, *Criterion Referenced Tests,

Dictionaries, *Grade 10, Indexes, Library Cata-

logs, *Library Instruction, *Library Materials,

*Library Skills, Reference Materials, Secondary

Education

Part of a series of competency-based test materials

for grades six through ten, this test booklet for tenth

graders contains multiple-choice questions designed

to aid in the evaluation of the pupils' library skills.

Accompanied by a separate booklet of illustrations

which are to be used in conjunction with the ques-

tions, the test covers the following skill clusters: (1)

understandings about materials, (2) using the card

catalog, (3) general reference skills, (4) using dictio-

naries, (5) using atlases, (6) using newspapers, (7)

using periodical indexes, (8) using additional refer-

ence materials, and (9) the production of audi-

ovisual media. Objectives for each of the clusters are

identified. (FM)

ED 192 775

IR 008 854

Elements to be Incorporated in Library Network

Legislation.

New Jersey State Library, Trenton.

Pub Date—Jun 80

Note—21p.

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Library Circulation, Library Cooper-

ation, *Library Networks, State Aid, *State

Legislation, *State Libraries, Statewide Planning

Drafted by the New Jersey State Library, this

legislative proposal presents detailed provisions for

the governance and support of a state library net-

work. It creates a hierarchical networking structure

to include libraries of all types, defines services and

programs to be administered, and establishes ad-

ministrative and funding mechanisms. Additional

proposed legislation is outlined which reflects the

concerns of county libraries, public libraries, and

regional film centers, and includes the establish-

ment of a statewide reciprocal borrowing program.

(RAA)

ED 192 776

IR 008 855

Final Report of the Librarianship Institute.

Oklahoma City Univ., Okla.

Spans Agency—Office of Education (DHEW).

Washington, D.C.

Pub Date—77

Note—114p.; Some appendices may not reproduce.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American Indian Reservations,

*American Indians, *Community Information

Services, *Information Centers, *Institutes

(Training Programs), Library Education, *Library

Personnel, Outreach Programs, Postsecondary

Education

A six-week institute was held by Oklahoma City

University to fulfill the training needs of nine in-

dividuals employed in tribal and/or Indian organi-

zation information centers in the state of Oklahoma.

Goals of the institute were to: (1) provide the par-

ticipants with immediate skills necessary to make

American Indian information centers functional; (2)

develop a pool of American Indians who will con-

sider careers in library science; (3) encourage the

establishment of additional information centers; and

(4) provide the centers with trained individuals who

are capable of transmitting their knowledge to other

Indian groups. Emphasis in the institute curriculum

was placed on developing basic library skills, includ-

ing library materials acquisition, classification, cir-

culation, reference, and use of audiovisual equipment. The training schedule included an orientation period, skills workshops, field trips, guest speakers, and a week of field assignments at the participants' own information centers. The staff made follow-up visits to each of the six sites where participants were located, and the institute was evaluated by instructors, participants, and an outside evaluator. Included in the report are a detailed schedule of classes, assignments given to the participants, relevant correspondence, and evaluation results. (SW)

ED 192 777 IR 008 856

Lemon, Donald Anderson, Karen

For the Sake of the Children: A Native American Program. Final Evaluation Report. Institute for Library Training of Media Aides and Support Personnel.

North Dakota Univ., Grand Forks.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 78

Note—36p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indian Reservations, *American Indians, *Community Information Services, *Field Instruction, Institutes (Training Programs), Internship Programs, Library Education, *Library Personnel, Postsecondary Education

A 7-month training institute for librarians at American Indian reservation libraries is described in this report. Goals of the institute were to provide the 19 hours of coursework necessary for the participants to qualify for library certification, and to develop specific skills and competencies related to the special needs of area reservation communities. Curriculum profiles are provided for each of the courses; modifications, based on the institute policy of on-site training and a required two weeks per semester on campus, are explained. Also profiled are the staff and 10 participants in the institute. Photographs and brief descriptions are provided for the seven sites, where workshops and practical skills were supervised by visiting university staff, and special benefits of the program are discussed. A final evaluation report, registration information for the institute, and schedules for on-campus instruction are appended. (SW)

ED 192 778 IR 008 857

Graduate Library Institute for Spanish-Speaking Americans. Final GLISA III Report.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—25 Oct 79

Note—44p.; Appendix III removed prior to filming due to colored paper and illegibility.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum, Higher Education, *Hispanic Americans, *Institutes (Training Programs), Internship Programs, *Library Education, *Library Services, Seminars, Spanish Speaking, Workshops

Reported in this document are activities of the third Graduate Library Institute for Spanish-Speaking Americans (GLISA). The institute is designed to provide coursework to fulfill requirements of the University of Arizona Graduate Library School, and to develop professional competencies in library services for Hispanic people. Participants and contents of workshops, special GLISA "seminars," and internships are described. Also reported are the academic status of the 14 participants, outreach activities, and graduate placement efforts. The evaluation component of the program, accomplished by external evaluators, advisors, and students, covered goals and objectives, curriculum, and support staff. Recommendations are made for the next GLISA institute. The appendices include participant data, the core curriculum, placement data, institute staff profiles, a list of seven objectives, and pertinent correspondence. (SW)

ED 192 779 IR 008 858

Smith, Jessie Carney

Institute on Ethnic Genealogy for Librarians.

Performance Report and Guide for Participants.

Fisk Univ., Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—153p.; Appendices 4, 5, and 7 on colored paper will not reproduce; Appendix 9 on newsprint varies in legibility.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Cultural Background, *Cultural Pluralism, Ethnic Groups, *Ethnic Origins, Higher Education, *Information Seeking, Information Sources, Institutes (Training Programs), Librarians, Library Services, *Reference Services

Identifiers—*Genealogy

An institute on ethnic genealogy for librarians held by Fisk University was designed to prepare librarians to collect, preserve, interpret, and disseminate materials on ethnic genealogy to meet the needs of pluralistic communities, and to create more widespread interest in collecting and preserving materials on ethnic genealogy to support future searches. The institute program included speakers who presented examples of genealogical searches, with emphasis on the special problems of such searches for persons of mixed heritage. Five local field trips and four out-of-town trips were held to explore archives and other sources of genealogical information. Appendices contain a detailed institute planning chart, list of staff and participants, and schedule of events. Emphasis was placed throughout the institute on evaluation by participants; the evaluation forms and results are appended. Also attached are progress reports on participants' follow-up activities, institute announcements in the press, and the institute guide for participants. (SW)

ED 192 780 IR 008 859

Kelner, Bernard G. Myers, Joan B.

Key Competencies. Libraries; Elementary, Junior High, and Senior High.

Philadelphia School District. Pa. Office of Curriculum and Instruction.

Pub Date—80

Note—27p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Elementary School Students, Elementary Secondary Education, Evaluation Criteria, Guidelines, *High School Students, Library Instruction, *Library Skills

Essential library skills for students in grades K-12 in the school district of Philadelphia are identified in these competency "blueprints." The guidelines provide a profile for each grade through an outline of the library skills considered essential for students at that level. (SW)

ED 192 781 IR 008 860

Simmons, Robert M.

A Library User's Guide to ERIC. 1980 Edition.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0015

Note—36p.; For related document, see ED 160 113.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-7; \$2.00).

Pub Type—Guides - General (050) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Data Bases, *Educational Resources, Indexes, *Library Guides, Microfiche, Online Systems, Periodicals, *Search Strategies

Identifiers—*ERIC

Use of the ERIC database is explained in the 1980 edition of the guide. Presented first are the major components of the ERIC document collection and journal index, including the thesaurus, indexes, and source materials. A step-by-step procedure for searching Resources in Education (document index) and Current Index to Journals in Education by subject using the 1980 revision of the thesaurus is described, and a brief explanation of searching by author, institution, or type of publication is provided. The guide also includes general information about computerized ERIC searches, an annotated

bibliography of ERIC materials (indexes and thesauri) and guides to ERIC, and a directory of the 16 ERIC clearinghouses. (SW)

ED 192 782 IR 008 861

Carroll, C. Edward

Micrographics and the Library. A Graduate Course.

Missouri Univ., Columbia. School of Library and Information Science.

Pub Date—79

Note—40p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cataloging, *Computer Output Microfilm, Course Descriptions, Equipment Evaluation, Higher Education, *Libraries, Library Acquisition, Library Education, *Microforms, *Microreproduction, Resource Materials

The complete syllabus for a 15-session course in micrographics and their acquisition, handling, interpretation, and utilization in libraries is presented. Seminar topics cover the selection of equipment, microform standards, computer output microfilm, resources available on microform, micropublishing, records management laboratories, bibliographic control of microforms in libraries and the industry, and the creation and evaluation of the microform environment. Outlined for each session are objectives, readings, and activities; supplementary worksheets, checklists, and assignments are included. A 5-page bibliography, containing both materials about micrographics and catalogs of material available on microform, completes the curriculum report. (SW)

ED 192 783 IR 008 862

Sage, Mary

Model Management Curriculum for Special Libraries.

Metropolitan Washington Council of Governments.

Washington, D.C.

Spons Agency—Office of Education (DHEW).

Washington, D.C.; Special Libraries Association.

Washington, D.C. Washington Chapter.

Pub Date—Dec 79

Note—187p.

Available from—Metropolitan Washington Library Council, 1875 "Eye" Street, N.W., Suite 200, Washington, DC 20006 (\$20.00 members, \$35.00 non-members, prepaid).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Inservice Education, *Librarians, *Library Administration, *Professional Continuing Education, Program Descriptions, *Special Libraries, Workshops

This report outlines the Metropolitan Washington Library Council's 14-month program to develop and evaluate a continuing education curriculum designed to improve the managerial effectiveness of special librarians. Objectives included determining the management training needs of Washington area special librarians, developing a series of four courses to meet these needs, preparing a descriptive report, and exploring the feasibility of adapting course content to other types of libraries. In all, 89 librarians participated in courses which were developed by instructors, project staff, and an advisory committee made up of special librarians. Findings and recommendations include the following: (1) emphasis in the courses should be on the development of practical skills, (2) effective orientation of instructors is the most important step in developing this kind of project, (3) site visits were integral to instructor preparation, (4) meeting with members of the special library community was also important to instructor preparation, and (5) orienting instructors should take precedence over the development of instructional materials tailored to the library environment. (Author/FM)

ED 192 784 IR 008 864

Lawrence, Gerri G.

Reaching Out—Cooperative and Solo OUG Ventures.

Notes.

Note—7p.; Best copy available.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Group Activities, *Improvement Programs, Information Dissemination, *Information Retrieval, *Online Systems, Organizations (Groups), *Professional Development, *Program Development, Search Strategies

This paper briefly discusses the kinds of programs

online user groups (OUGs) provide to aid their members in keeping abreast of the new technology and new information in the online world. Four methods of program planning are discussed: (1) alternation of general topics and subject specific programs; (2) longer meeting programs with several tracks a searcher can follow; (3) meetings in cooperation with other professional organizations; and (4) programs geared to inform non-searchers about the online information world. (RAA)

ED 192 785 IR 008 865
Dequin, Henry C.

Services and Materials for the Handicapped: An Institute for School Library Media Professionals (De Kalb, Illinois, August 12-17, 1979). Final Report.

Northern Illinois Univ., De Kalb. Dept. of Library Science.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Note—37p. For related document, see IR 008 583. Pub Type—Reports - Evaluative (142) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Formative Evaluation, Individualized Education Programs, *Institutes (Training Programs), *Learning Resources Centers, *Media Specialists, Professional Continuing Education, *Program Evaluation

This report contains a narrative and two evaluations of a week-long institute on media services for handicapped students which was held at Northern Illinois University. Purposes of the institute were to: (1) extend the abilities of school library media professionals to provide media services to handicapped children; (2) supply information on sources of materials especially pertinent for the handicapped; (3) provide institute participants with the expertise necessary to present in-service sessions for teachers on service to the handicapped; (4) help participants communicate with parents of handicapped children about available services; and (5) stimulate greater initiative and involvement in this aspect of school library media services. Participants in the institute were professionals involved in the application of library media services and materials in relation to special education. A short summative evaluation of the institute is followed by an in-depth program report by an external evaluator; the second report describes the evaluation design and findings from questionnaires distributed to participants before and after the institute. Lists of goals and objectives, consultants/speakers, institute participants, and the schedule of events are attached. (SW)

ED 192 786 IR 008 866

Galligan, Sara A.

Infopass: Some Organizational Concerns of a Local Cooperative Reference Program. Occasional Paper No. 2.

Pub Date—Aug 80

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, Information Retrieval, Information Seeking, *Library Cooperation, *Library Networks, *Library Services, *Reference Services, *User Satisfaction (Information), Use Studies

Identifiers—Michigan (Dearborn)

A 3-month trial of the Dearborn Area Libraries Infopass System (DALIS), a local library cooperative program coordinating the reference services of six libraries (special, public, and academic), suggests that further study is warranted to develop cost benefit data. Processes found to be of most importance for success in the multi-type library program include assessment of user needs, and the role of users in planning, decision making, and communication. Analysis indicates that document delivery and telecommunication use should be investigated to overcome low program acceptance by patrons. Appendices provide a reference form and tables of participating libraries, program development activities, referrals, referral estimates, and cooperative program activities. (Author/RAA)

ED 192 787

Blair, John C., Jr.

On-Line Training: The Psychology of Machine-Human Interface.

Pub Date—76

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Bases, *Information Retrieval, *Man Machine Systems, *Online Systems, *Personality Traits, *Psychology, *Search Strategies, Training Methods

The ideal traits for an online searcher, as identified in studies by online vendors and suppliers, are discussed: (1) curiosity and a desire to learn, (2) adaptability, (3) comfortableness with the machine interaction process, (4) ability to cope with instances of system failure, (5) patience and persistence, and (6) a logical, thorough, analytical mind. The paper also examines the fears and frustrations of beginning searchers, provides examples of human error and machine failure, and delineates the frustrations of database suppliers and vendors in educating searchers. The use of print tools in developing search strategies is stressed, and motivation for self-improvement is emphasized as a paramount goal of online training. A list of ranked recommended readings is appended. (Author/RAA)

ED 192 788

Stevenson, Gordon

Rudolph Focke and the Theory of the Classified Catalog. Occasional Paper No. 145.

Illinois Univ., Champaign. Graduate School of Library Science.

Pub Date—Jul 80

Note—32p.

Available from—Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, IL 61820 (1980 subscription begins with No. 143-\$7.00; single issue-\$2.00, prepaid).

Pub Type—Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biographies, *Cataloging, *Classification, *History, *Library Catalogs, Library Collections, Library Science

Identifiers—*Focke (Rudolph)

Between 1900 and 1905, Rudolph Focke published a series of papers on classification theory and a draft of a code for the construction of classified catalogs. His work was the direct result of the reform of librarianship during the last decades of the nineteenth century. The large number of classification systems used by German university and research libraries was seen as an obstacle to the development of national systems of bibliographic control and access. The hope of standardization came to nothing: Focke's code may even have had the opposite effect of perpetuating local systems well into the twentieth century. His work was introduced to librarians in the United States at a time when subject cataloging and classification were in transition. His code is consistent with the general principles underlying the Library of Congress Classification, which may have been more influenced by nineteenth century German classification than has heretofore been recognized. (Author)

ED 192 789

Miller, Rosalind Jenkins, Elizabeth

Accountability, Competency, and Non-Teaching Faculty.

Pub Date—78

Note—13p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competence, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Faculty Evaluation, Library Administration, Media Selection, *Media Specialists, *Models, *School Libraries

This report illustrates the steps in the development of an evaluative model for non-teaching faculty, using the school media specialist as an example. The model measures how the professional applies knowledge of a given content area to improve learning in a particular school situation, and consists of three parts: (1) documentation developed by the media specialist (or other non-teaching faculty) and presented in a portfolio, (2) interview questions for randomly selected school personnel and students, and (3) a list of items to be checked by observations. The effectiveness of the media specialist would be evaluated in the areas of media

selection, management of the media program, and utilization of media resources by faculty and students. While the specifics of the model would change for other non-teaching faculty, the basic components are designed to evaluate solely those skills that influence the effectiveness of the program for which he or she is responsible. (FM)

ED 192 790

IR 008 871

Annual Report of the Librarian of Congress for the

Fiscal Year Ending September 30, 1979.

Library of Congress, Washington, D.C.

Pub Date—80

Note—218p. For a related document, see ED 176

771.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1980-314-903).

Pub Type—Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Annual Reports, Copyrights, Financial Support, Law Libraries, Library Administration, *Library Services, Library Technical Processes, *National Libraries, National Programs, Tables (Data)

Identifiers—*Library of Congress

The activities of the Library of Congress (LC) for the 1978-1979 fiscal year are described in this report. Its seven main sections cover the areas of administration, national programs, services to Congress, processing services, research services, the LC law library, and copyright services. Appendices provide data on the LC trust fund board, acquisitions and acquisitions work, cataloging, maintenance of catalogs, cataloging distribution, reader services, services to the blind and physically handicapped, photoduplication, preservation and restoration, employment, finances, legislation, exhibits, cultural programs, and LC publications. (FM)

ED 192 791

Conant, Ralph W.

The Conant Report: A Study of the Education of Librarians.

Report No.—ISBN-0-262-03072-1

Pub Date—80

Note—221p.

Available from—MIT Press, 28 Carleton Street, Cambridge, MA 02142

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Educational Change, Graduate Study, Higher Education, Librarians, *Libraries, *Library Education, *Library Schools, Masters Programs, Needs Assessment, Surveys

An 8-year study of selected graduate library school programs, the state of the profession, and the needs of libraries reveals the necessity for educational reform. Three principal questions confront the profession: What is the responsibility of professional education to the library profession, its students, and society? How does the present system measure up to the accepted functions and responsibilities of professional education? and What reforms are needed to improve library education and bring it closer to accepted professional standards? Examination of standards and actual practice suggests major shortcomings in library education although it is fundamentally sound as it has evolved to the present. Principal reforms needed are reduction of the number of accredited graduate programs, lengthening and enrichment of master's programs, limitation of enrollment to highly qualified and motivated applicants, improvement of the quality and relevance of graduate programs, extension of graduate library schools' responsibility to programs in continuing education, strengthening the accreditation process as an instrument of reform, and systematization of reform through the establishment of a national forum for library education. A bibliography of 110 references is provided. (RAA)

ED 192 792

Drew, Christopher J., Ed.

Case Studies in Program Improvement. Consortium Report Series.

Network of Innovative Schools, Inc., Andover,

Mass.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—79

Contract—400-76-0090

Note—296p.

Available from—The NETWORK, Inc., 290 South

Main Street, Andover, MA 01810 (\$10.00/copy).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Consortia, Elementary Education, *Elementary Schools, *Junior High Schools, Linking Agents, Problems, Program Development, *Program Improvement, School Involvement

Identifiers—*Research and Development Utilization Program

This set of case studies describes six local elementary and junior high school improvement projects. Chosen from the 30 comprising the Consortium Project's pool of target schools, these school sites represent a mix of urban, suburban, and rural districts in three of the project's six states. Each study describes (1) the social context, historical background, and educational climate of the school district; (2) facilities, organizational structure, faculty, and student body of the schools; (3) the school's involvement with the Consortium, including problem identification, program selection, training of faculty, and program implementation or adaptation; (4) decision making roles; and (5) outcomes. All six studies are followed by appendices and epilogues, and a discussion of cross-site themes and issues by members of the Harvard Graduate School of Education is presented. A bibliography is provided. (FM)

ED 192 793

IR 008 874

Crandall, David P.

Linking Agent's Tool Kit. Part One: The Linking Agent: An Overview. Consortium Report Series.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—79

Contract—400-76-0090

Note—90p.; For related documents, see IR 008 874-876.

Available from—The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (Parts 1, 2, and 3, \$35.00/set).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Agents, Consortia, Educational Change, Elementary Secondary Education, Information Sources, *Linking Agents, Program Development, *Program Implementation, *Program Improvement, Public Schools, Research Utilization, Skills

Identifiers—*Research and Development Utilization Program

The first part of a 3-part guide developed as a resource for people involved in the selection and implementation of new programs in school settings, this overview describes a wide range of linking agent roles and skills, and discusses training and support mechanisms for linking agents. Chapters address (1) the assumptions underlying the overview, (2) major perspectives on the current practice of linking agency, (3) the nature of the resource systems and the common sources and attributes of the innovations that are typically the nucleus of program improvement efforts, (4) the client system as a complex social system and as an organization subject to a multitude of influences, (5) the host agency responsible for supporting the needs of the linkers it houses, (6) the attributes and skill clusters associated with the multiple roles of the linking agent, and (7) systematic problem-solving as a means of focusing future efforts. References are provided. (FM)

ED 192 794

IR 008 875

Ford, John J., III, Ed. Hergert, Leslie F., Ed.

Linking Agent's Tool Kit. Part Two: Selected Background Readings. Consortium Report Series.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—79

Contract—400-76-0090

Note—150p.; For related documents, see IR 008 874-876.

Available from—The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (Parts 1, 2, and 3, \$35.00/set).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Agents, Consortia, Educational Change, Elementary Secondary Education, Information Sources, *Linking Agents, Program Development, *Program Implementation, *Program Improvement, Public Schools, Research Utilization, Skills

Identifiers—*Research and Development Utilization Program

The second part of a 3-part guide developed as a resource for people involved in the selection and implementation of new programs in school settings, this collection of articles covers such topics as consultation, educational change, and linking processes. The following readings are included: "Behavior of Innovative Personnel," by Gary A. Griffin and Ann Lieberman; "Rules of Thumb for Change Agents," by Herbert A. Shepard; "Dissemination of Information from Centralized Bureaucracies to Local Schools: The Role of the Linking Agent," by Karen Seashore Louis; "Federal Programs Supporting Educational Change: Executive Summary," by Paul Berman and others; "The Diffusion of an Innovation Through Inter-Organizational Linkages," by Douglas A. Paul; "Introducing Change Through Model Demonstration Programs: Giving Diffusion a Boost," by Dr. Richard C. Harris; "The Organizational Dilemma of Educational Change Models: Toward a Solution," by Sam D. Sieber; and "Organizations as Social Interventions: Rethinking Assumptions About Change," by Thomas B. Greenfield. A bibliography is provided. (FM)

ED 192 795

IR 008 876

Ford, John J., III, Ed. Hergert, Leslie F., Ed.

Linking Agent's Tool Kit. Part Three: The Stages of Linking Agent Intervention. Consortium Report Series.

Network of Innovative Schools, Inc., Andover, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—79

Contract—400-76-0090

Note—479p.; For related documents, see IR 008 874-876.

Available from—The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 (Parts 1, 2, and 3, \$35.00/set).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Agents, Consortia, Educational Change, Elementary Secondary Education, Information Sources, *Linking Agents, Program Development, *Program Implementation, *Program Improvement, Public Schools, Research Utilization, Skills

The third part of a 3-part guide developed as a resource for people involved in the selection and implementation of new programs in school settings, this examination of each phase of the linking agent's work contains articles and papers by more than 30 authors and is organized according to six stages: (1) initiating the relationship with the school improvement site, (2) defining the problem, (3) selecting a program, (4) implementing the selected program, (5) evaluating the program, and (6) disengaging from the program. (FM)

ED 192 796

IR 008 877

Directory of Library Research and Demonstration Projects—1966-1975.

ORI, Inc., Bethesda, Md. Information Systems Div. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 78

Note—122p.; Document is minimally legible due to type size.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Demonstration Programs, *Information Services, Library Administration, Library Cooperation, Library Networks, *Library Research, *Library Services, Library Technical Processes, *Research Projects, *Resource Materials, Training

This directory of projects highlights research advances in the areas of library cooperation and networks, services to special target groups, administration and new technology, new types of library service, and improvement of training. Each

project record contains information about the institution, geographic location, principal investigator, duration, contract number, and dollar value. Also included are an informative abstract about the work and significant results, a bibliography of project products, and ED numbers for those documents that have been processed by ERIC. The project descriptions are listed in approximate chronological order with access provided by subject, principal investigator, institution, and contract grant indexes. Four statistical appendices provide information relating to annual funding levels, types of performing organizations, major subject areas funded, and operating centers-services that have resulted from funded projects. (RAA)

ED 192 797

IR 008 878

Hayes-Roth, Frederick

Matching and Abstraction in Knowledge Systems.

Rand Corp., Santa Monica, Calif.

Pub Date—Jan 80

Note—40p.; Paper presented at the Annual Meeting of the American Society for Information Science (Minneapolis, MN, October 14-18, 1979).

Available from—Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (P-6440; \$3.00 per copy).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstract Reasoning, *Artificial Intelligence, *Automation, Data Bases, Information Processing, Information Retrieval, *Information Science, Language Processing, Pattern Recognition, *Problem Solving

Identifiers—*Knowledge Based Systems

This paper discusses the theoretical problem of matching and abstraction of concepts as the processes occur in human minds, and the structures used to represent these processes for use in automated, knowledge based systems. A basic premise of the paper is that hierarchies play a crucial role in structuring knowledge and in solving problems. Data representation, knowledge bases, partial matching, information retrieval, and synthesis of novel semantic interpretations are explored. Finally, key research issues are identified. (SW)

ED 192 798

IR 008 879

Pick a Title II: A Collection of Media about the Handicapped.

Maryland State Dept. of Education, Baltimore.

Pub Date—79

Note—29p.; For related document, see ED 168 290.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Disabilities, *Educational Media, Elementary School Students, Elementary Secondary Education, High School Students, *Library Material Selection, *Media Selection, Parents, Preschool Children, Teachers

This listing of books, films, sound cassettes, and other media about the handicapped is divided into three interest level areas: pre-school and primary, middle or intermediate, and young adult and adult. A section for parents contains instructional materials for use in the home. Also included is a professional section for use by teachers, school administrators, and other professional people involved with handicapped students. Each citation includes a price and a short content summary; the addresses of publishers cited are given at the end of the bibliography. (SW)

ED 192 799

IR 008 881

Caplan, Priscilla Louise

Thesaurus-Based Automatic Indexing: A Study of Indexing Failure.

Pub Date—Dec 78

Note—129p.; Master's Thesis, University of North Carolina, Chapel Hill.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Automatic Indexing, Coordinate Indexes, *Failure, Information Retrieval, *Systems Analysis, *Thesauri

Identifiers—Natural Language

This study examines automatic indexing performed with a manually constructed thesaurus on a document collection of titles and abstracts of library science master's papers. Errors are identified when

122 Document Resumes

the meaning of a posted descriptor, as identified by context in the thesaurus, does not match that of the passage of text which occasioned the posting. Three major types of errors are discussed: term ambiguity, flaws in the thesaurus construction, and the automatic word matching procedure. The study concludes with a discussion of reasons for failure of each of the three error types, and an explanation of study limitations. Appendices contain an outline of the hierarchical structure of the thesaurus studied, a random sample of 100 index terms, and other subsets of the thesaurus which support the study. (Author/SW)

ED 192 800 IR 008 882
Strache, Neil E. Comp. And Others

Black Periodicals and Newspapers. A Union List of Holdings in Libraries of the University of Wisconsin and the Library of the State Historical Society of Wisconsin. Second Edition, Revised.

Wisconsin State Historical Society, Madison.

Pub Date—79

Note—93p.; For related document, see ED 130 290.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Literature, *Blacks, Indexes, *Library Collections, *Newspapers, *Periodicals, Union Catalogs

This second edition of Black Periodicals and Newspapers is a guide to the holdings and locations of more than 600 periodical and newspaper titles relating to black Americans which were received before February 1979 in the libraries of the University of Wisconsin-Madison and in the Library of the State Historical Society of Wisconsin. The guide includes literary, political, and historical journals, as well as general newspapers and feature magazines of the black community. A comparison is made of the number of titles representing each state in this edition and in the original guide. Wisconsin libraries whose holdings appear in the guide are listed. The union list itself is arranged alphabetically by title, and a geographic index to the titles (by state and principal cities) follows. A subject index is also provided. (SW)

ED 192 801 IR 008 883

Trauth, Eileen M.

An Adaptive Model of Information Policy: A Methodology for Studying the Control of a Powerful Resource.

Pub Date—May 80

Note—14p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (9th, Pittsburgh, PA, May 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cybernetics, *Decision Making, *Information Science, *Information Utilization, *Models, *Policy Formation

In the policy making process, one of the important steps is the consideration of the consequences deriving from the alternative choices. For the case of information policy, the present research has begun the development of a methodology for doing so. The methodology chosen was modeling. Information policy modeling serves the dual purposes of further clarification of the phenomenon under study along with the provision of an avenue for quantitative analysis through computer simulation. Following an examination of three policy model configurations—maximization, optimization, and adaptive—the adaptive or cybernetic representation was chosen as the most appropriate way to represent the information policy making process. In addition to the intended role of modeling in this research setting, another perhaps more important function emerged. It was the use of modeling as a tool for better understanding of information policy itself. A list of references is attached. (Author/SW)

ED 192 802 IR 008 884

Simard, Ronald

Information Services at the Nuclear Safety Analysis Center.

Pub Date—May 80

Note—10p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (9th, Pittsburgh, PA, May 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Clearinghouses, Data Bases, *Energy, Information Centers, *Information Dissemination, *Information Services, Microcomputers, Microfilm, Radiation, *Safety, *Teleconferencing Identifiers—Nuclear Industry, *Nuclear Power Plants

This paper describes the operations of the Nuclear Safety Analysis Center. Established soon after an accident at the Three Mile Island nuclear power plant near Harrisburg, Pennsylvania, its efforts were initially directed towards a detailed analysis of the accident. Continuing functions include: (1) the analysis of generic nuclear safety issues, (2) serving as a repository for information resulting from the effort to restore the Three Mile Island plant, and (3) serving as a clearinghouse for technical information related to the safety and licensing of nuclear power plants. Two operation support systems are explained: the NOTEPAD computer-conferencing system, which provides information exchange among organizations concerned with nuclear plant operations; and a records management scheme built around a microfilmed document collection and a ZYTRON computer system for online information retrieval. A flow chart of the computer system, a sample database entry, and a list of subject-specific files available to NOTEPAD users are attached. (SW)

ED 192 803 IR 008 885

Helde, Joan P., Ed. Stanley, Janet, Ed.

The Impact of Population Information: Implications for the 1980's. Proceedings of the Annual Conference, Association for Population/Family Planning Libraries and Information Centers—International (12th, Philadelphia, Pennsylvania, April 23-26, 1979).

Association for Population/Family Planning Libraries and Information Centers, Clarion, Pa.

Pub Date—Dec 79

Note—209p.; For related document, see IR 008 083.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Demography, *Family Planning, *Information Centers, Information Services, *Library Associations, *Population Education, Population Trends, *Special Libraries

Papers, workshop sessions, and official business of the Association for Population/Family Planning Libraries and Information Centers (APLIC) are presented in the proceedings of this annual conference. The presidential address by Richard Hankinson is followed by the keynote address, in which Ansley J. Coale discusses Malthus and the population trends in his day and the present. Topics of contributed papers include the future of American fertility, assessment of microform capacities in selected Southeast Asian information facilities, population information online, and networking of population information centers. Official APLIC presentations consist of a survey on access to population information centers and libraries, and a session on functions and services of these centers. Workshop topics are: the census as reference source, professional/staff development, selection and acquisitions, and resources for population information exchange. Appendices contain minutes of the annual business meeting, the organizational handbook, directory of members, committee and chapter reports, and guidelines for funding of APLIC projects. (SW)

ED 192 804 IR 008 886

Application of the Anglo-American Cataloguing Rules, Second Edition, in the General Libraries.

Texas Univ., Austin. General Libraries.

Pub Date—80

Note—58p.; Contributions to Librarianship No. 4. Parts of appendix marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cataloging, College Libraries, *Library Catalogs, Library Personnel, *Library Planning, *Professional Training, *Staff Development, Training Methods

Identifiers—*Anglo American Cataloging Rules

Developed in anticipation of the adoption of AACR2 by the library community, two plans reported by the General Libraries address the impact on the catalog and staff training. No conflict is anticipated in the absorption of AACR2 and the focus of the first report is on the mechanics of integrating

AACR2 headings with headings already in the catalog. This report provides sections on methods and principles, procedures, special problems, special recommendations, a timetable, costs, a bibliography, and appendices on corporate entries and serial identification. The second report examines staff to be trained and the structure of training; staff to do the training and preparation of training aids; user orientation and training; training methods for instruction of the staff; a training timetable; and utilization of external resources. An appendix provides a 1980-81 schedule of regional institutes sponsored in cooperation with the Library of Congress. (RAA)

ED 192 805 IR 008 887

Hood, Paul D.

Information Equity Issues in Education: The ERIC Data Base Coverage for Five Groups.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 80

Contract—400-80-0103

Note—118p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Blacks, *Content Analysis, *Data Bases, Females, Hispanic Americans, Information Dissemination, *Information Sources, Justice, Mental Retardation, Methods, *Minority Groups, Physical Disabilities, Statistical Analysis Identifiers—Educational Dissemination Studies Program, *ERIC, *Information Equity

One of a series of the EDSP (Educational Dissemination Studies Program) interrelated studies, this report describes the content of the ERIC database for five equity groups including the physically and mentally handicapped, Blacks, Hispanics, and women; and addresses the question of how much can be learned if the analysis is confined to examination of citations and abstracts rather than the literature itself. Although questions of adequacy or relevance are not addressed, the study does provide much detail regarding the structural characteristics of the ERIC journal and document literature. Posting data for CIJE and RIE are examined for each of the five equity groups within topical areas of attitudes, employment, counseling, and curriculum. Each of the 20 resulting combinations is analyzed in terms of publication data classifications and comparisons are made based on content analyses among the five equity groups. RIE data are also examined in terms of cross classification of content dimensions. The study establishes significant relationships among the various dimensions and concludes that literature posted to each of the five groups is significantly different in most of the content categories. (Author/RAA)

ED 192 806 IR 008 889

Wilson, John S.

Network Terminations: A Compilation of Possible Answers.

Pub Date—80

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Consortia, *Evaluation, Failure, *Library Cooperation, *Library Networks, Library Surveys

Identifiers—*Termination (Networks)

An examination of 20 library network terminations reveals five major reasons for termination: lack of adequate funding, absorption by larger networks, loosely structured governance, partial termination of services, and networks programmed for short durations. Two tables present survey data. (RAA)

ED 192 807 IR 008 890

New England Dissemination Network of State Validated Practices.

Connecticut State Dept. of Education, Hartford.; Maine State Dept. of Education, Augusta.; Massachusetts State Dept. of Education, Boston.; New Hampshire State Dept. of Education, Concord.; Rhode Island State Dept. of Education, Providence.; Vermont State Dept. of Education, Montpelier.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—78p.; Some small print may not reproduce clearly.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Educational Resources, *Information Dissemination, *Information Networks, *Resource Materials, *State Departments of Education, *Validated Programs
Identifiers—United States (New England)

This catalog presents a resources guide to 52 currently operating education programs of high quality validated by state departments of education. It is structured by major categories and accessed by RECON (Regional Communication Outreach Network) catalog numbers. Validated programs and services are offered in the categories of adult education; alternative schools/programs; bilingual/migrant education; career/vocational education; early childhood/parent readiness/parent involvement; environmental education/science/social science; organizational arrangements/administration; preservice/in-service training; reading/language arts/mathematics; special education/learning disabilities; special interests—arts/communication/technology; and special interests—gifted and talented/health/human behavior/physical education. The description of each project includes its adoption site, descriptors, target audience, project description, evidence of effectiveness, implementation requirements, financial requirements, services available, and a point of contact. Title and state indexes are provided. (RAA)

ED 192 808 IR 008 891

The Non-Formal Education Information Center and Network Program of Studies and Technical Assistance in Non-Formal Education. A Report of Progress, Annual Supplement for 1979 and Semi-Annual Report of the NIE Network Project, September 1979-February 1980.

Michigan State Univ., East Lansing.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date—Mar 80

Contract—AID/CM/ta-C/73-22; AID/DSPE-C-0046

Note—62p.; For related document, see ED 180 474.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Developing Nations, *Developmental Programs, *Educational Resources, *Information Centers, *Information Dissemination, *Information Networks, *Information Services, *International Educational Exchange, *Nonformal Education, *Resource Centers, *Tables (Data)
Identifiers—Ivory Coast, Mali

This report describes the ongoing activities of the Non-Formal Education Information Center during 1979, and details its first half-year of efforts to strengthen the capacity of selected NFE resource centers in Africa, Asia, and Latin America. The report first addresses the continued operation of a clearinghouse for user-oriented information and knowledge-building related to non-formal education and development. Included in this section is demographic data on the worldwide NFE network and a discussion of the various activities of the center including its program of publications, maintenance of an NFE resource base, and inquiry-response service. Second, the report examines the center's expanded scope of work under a new contract which began 31 August 1979. Included in this section is reference to visits made to the Institut Africain pour le Développement Economique et Social, Abidjan, and to the Institut du Sahel, Bamako. Finally, the report reviews the objectives of the center and assesses its accomplishments, problems encountered, responses and results, recommendations, and the agenda for the ensuing six months. (Author/RAA)

ED 192 809 IR 008 892

Convey, John
Online Service in a Public Library—The Lancashire Experience.

Pub Date—Dec 79
Note—11p.; Paper presented at the International Online Information Meeting (London, England, December 4-6, 1979).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Bases, *Foreign Countries, *Information Retrieval, *Library Research, *Library Services, *Online Systems, *Program Evaluation, *Program Implementation, *Public Libraries, *Reference Services
Identifiers—United Kingdom

This paper describes the experimental implementa-

tion of BIROS (Bibliographical Information Retrieval Online Service) in the Lancashire Public Library. The project is designed to provide information on the potential use of an online service for the general public, with particular regard to professional and technical users; the implications for public libraries of operating such a service; and the implications for library school teaching. A discussion of the goals and expectations of the service, which provides access to the major commercial online systems and databases, is followed by descriptions of the preparation phase and the first seven months of a 12-month operational phase. Components of these phases include training, staff orientation, publicity, demonstrations, policies for charging fees and handling requests, and evaluation of the search activity. An assessment of the search service by the first 56 users is included. (Author/SW)

ED 192 810 IR 008 895

Aaron, Shirley L.
School/Public Library Cooperation: A State of the Art Review.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0015

Note—41p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-46, \$3.75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Learning Resources Centers, *Library Cooperation, *Literature Reviews, *Public Libraries, *School Community Programs, *School Community Relationship, *School Libraries
Identifiers—*School Public Library Cooperation

This review is presented as a response to major questions related to school and public library cooperation. Its specific objectives are to: (1) indicate the present status of cooperation between school and public libraries; (2) present a historical perspective within which to evaluate the progress of current efforts; (3) identify future trends and directions; (4) point out barriers to cooperation and factors leading to its success; (5) suggest outstanding sources which contain relevant insights about school/public library cooperation; and (6) identify some representative cooperative activities. As a structural framework, several functional categories are identified for the literature; in addition, a distinction is made between research-based and non-research-based documents. Major areas treated in the non-research-based literature include history, legal bases for school/public library cooperation, cooperative techniques, factors leading to success, barriers, and trends in school/public library cooperation. Research-oriented studies of cooperation between school and public libraries, conducted on a more limited basis, are discussed in the categories of combined school/public libraries and less formal cooperative activities between school and public libraries. An extensive bibliography concludes the review. (SW)

ED 192 811 IR 008 896

Yankus, Constance Opipare Yankus, Anthony G.
A Community Analysis and Service Development Plan for the Reference Department, Stark County District Library, Canton, Ohio.

Ohio State Library, Columbus.

Pub Date—Mar 79

Note—95p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Community Characteristics, *Community Information Services, *Community Study, *Information Needs, *Information Seeking, *Library Facilities, *Library Services, *Profiles, *Reference Services, *Tables (Data), *Use Studies
Identifiers—*Library Users

Goals of this analysis of the community and its library users in Canton, Ohio, were to: (1) examine the community served and not served by the district reference department; (2) examine types of services provided for users by the department; (3) design a service policy; (4) make recommendations for service improvements; and (5) formulate action plans to attain the service goals. Factors analyzed to arrive at a community profile were population growth

and characteristics, geographical features of the area, the economy, available mass media, and community groups and events. Resources and services available at the county's existing reference department are explained. A profile of users consists of findings from a random sampling of the library card registration file (to obtain an idea of where library users are located), and from a month-long survey of types of information requested and materials used for information. The final part of the report presents ten recommendations for an action plan of services responsive to the identified needs and interests of the community. The project report is accompanied by maps and statistical tables of findings, and a bibliography is included. (SW)

ED 192 812 IR 008 898

Richardson, Selma K., Ed.

Research About Nineteenth-Century Children and Books. Portrait Studies.

Illinois Univ., Champaign. Graduate School of Library Science.

Report No.—ISBN-0-87845-055-6

Pub Date—80

Note—147p.; Symposium held at University of Illinois (Urbana-Champaign, IL, April 27-28, 1979).

Available from—Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, IL 61820 (\$8.00).

Pub Type—Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Books, *Children, *Children's Literature, *Conferences, *History, *Nineteenth Century Literature, *Research

This collection of papers delivered at a symposium held in April 1979 explores the relationship between children and literature in the nineteenth century. The following titles are included: "The Researcher's Craft: Designs and Implements," and "Children's Books and Social History," by Gillian Avery; "Reflections on Histories of Childhood," by Walter L. Arnstein; "The Maxine Waldron Collection of Children's Books and Paper Toys," by Margaret N. Coughlan; "Lydia Maria Child and the Juvenile Miscellany," by Carolyn L. Karcher; "Idealization of the Child and Childhood in Frances Hodgson Burnett's Little Lord Fauntleroy and Mark Twain's Tom Sawyer," by Phyllis Bixler; "The Children of Sophie May," by Carol Doll; "First Appearances: Literature in Nineteenth-Century Periodicals for Children," by Harriett R. Christy; and "Poetry for Children of Two Centuries," by John Mackay Shaw. The proceedings of the conference are summarized in an introduction by the editor. (FM)

ED 192 813 IR 008 899

Plan for Progress...in the Media Center, 7-12.

Revised 1980.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—80

Note—58p.; For related document, see ED 181 879. Use of colored paper may limit legibility.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Equipment, *Guidelines, *Learning Resources Centers, *Library Acquisition, *Library Facilities, *Library Planning, *Media Selection, *Media Specialists, *Program Development, *School Libraries, *Secondary Education

This handbook is intended to assist school media specialists, librarians, and audiovisualists in planning for the development of a program that will guide students to become effective, independent learners and will help teachers to become stimulating and innovative instructors. The quantitative guidelines presented are arranged in three phases to enable Iowa schools to develop both short and long range goals for secondary media programs. Three goals or phases are specified for each of the following planning areas: professional and support staff, quarters and facilities, materials collection, professional staff materials collection, budget, equipment, and furniture. A bibliography is provided. (FM)

ED 192 814

IR 008 900

Bennett, Wilma E.

Checklist/Guide to Selecting a Small Computer.

Pilot Industries, New York, N.Y.

Pub Date—80

Note—33p.

Available from—Pilot Books, 347 Fifth Avenue, New York, NY 10016 (\$5.00).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Vocabularies/Classifications (134) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business, Check Lists, *Computer Programs, *Computers, Equipment Standards, Glossaries, *Selection

This 322-point checklist was designed to help executives make an intelligent choice when selecting a small computer for a business. For ease of use the questions have been divided into ten categories: Display Features, Keyboard Features, Printer Features, Controller Features, Software, Word Processing, Service, Training, Miscellaneous, and Costs. To use the checklist, one reads through the entire list of questions, lining out those which do not apply to a particular business. The remaining items are then categorized to see if they are considered Essential (E) or Nice-to-have (N). Equipment from three different vendors can be compared by making checkmarks in the spaces provided to the right of each question. By completing this checklist it can be determined which computer company comes closest to satisfying one's needs. A glossary of computer terms containing 163 items of jargon frequently found in computer advertisements is included. (Author/LLS)

ED 192 815

IR 008 902

Computer Education. DS Manual 2350.1.

Dependents Schools (DOD), Washington, D.C.

Pub Date—Jun 78

Note—12p.; Photographs and charts may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Managed Instruction, *Computer Oriented Programs, Computers, *Computer Science, *Elementary Secondary Education

Identifiers—*Computer Literacy, Dependents Schools

This brief description of the Department of Defense Dependents Schools' (DoDDS) computer education program is intended to provide direction for and to stimulate development of computer applications in elementary and secondary schools administered by DoDDS. This 3-dimensional program consists of (1) computer instruction, including both computer literacy and computer science; (2) classroom applications, including computer-assisted instruction (CAI), computer-simulated instruction (CSI), computer-developed instruction (CDI), and computer-managed instruction (CMI); and (3) such administrative applications as student services, resource management, and education research and program development. (LLS)

ED 192 816

IR 008 904

Bown, H. G. And Others

A General Description of Telidon: A Canadian Proposal for Videotex Systems. CRC Technical Note No. 697-E.

Canadian Communications Research Information Centre, Ottawa (Ontario).

Pub Date—Dec 78

Note—30p.; CRC Technical Note No. 697-F is in the French language. Fine print in figures A2 and A4 may not reproduce. For a related document, see IR 008 910.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Broadcast Reception Equipment, *Computer Graphics, *Computers, Foreign Countries, *Information Retrieval, *Input Output Devices, Methods, *Online Systems, Telecommunications, Video Equipment

Identifiers—*Canada, Telidon System, *Videotex. This report describes the videotex system, which allows access by the general public to large computer-based information sources, which contain pages of information to be displayed on suitably supplemented television receivers or newly designed videotex terminals. Some problems in introducing a videotex system suitable for today's technology

which also allows for future expansion are discussed, and one solution proposed by the Canadian Department of Communications is outlined. The overall system of Telidon, the Canadian approach to videotex systems design, is described, with illustrations of various options and their components. Picture Description Instructions (PDI's), the proposed method of storing and communicating visual images and textual information, are explained, and approaches to the design of terminals to operate from the PDI codes are presented. PDI interpretation and execution, character-oriented terminals, bit-map display terminals, and future developments are discussed. The conclusions summarize the strengths of the Telidon system, and a brief list of references is followed by appendices which include an introduction to PDI's and examples of videotex display pages. (CHC)

ED 192 817

IR 008 905

Albertson, L. A. Bearlin, K. S.

Melbourne Telelink: A Case Study. Report 7241.

Australian Telecommunications Commission, Melbourne.

Pub Date—77

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Costs, Foreign Countries, Group Dynamics, *Group Structure, *Homebound, Media Research, Social Isolation, *Social Sciences, *Teleconferencing, Veterans Education

Identifiers—Australia, *Telelink

This report describes an exploratory study of Telink, a social application of telephone conferencing which is providing group communication among housebound veterans and war widows in Melbourne, Australia. The study is based on interviews with present Telink participants and with social workers who might use the service in the future. Included in the report are a description of Telink, an estimate of the demand based on incidence of house confinement and costs, and conclusions. (CHC)

ED 192 818

IR 008 906

Frederick, Franz J.

Guide to Microcomputers.

Association for Educational Communications and Technology, Washington, D.C.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89240-038-2

Pub Date—80

Contract—400-77-0015

Note—159p.

Available from—AECT Publications Sales, 1126 16th Street NW, Washington, DC 20036 (\$9.50/AECT members; \$11.50/non-members).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Graphics, *Computer Managed Instruction, Equipment Maintenance, *Microcomputers, *Minicomputers, *Programming Languages, Videodisc Recordings

This comprehensive guide to microcomputers and their role in education discusses the general nature of microcomputers; computer languages in simple English; operating systems and what they can do for you; compatible systems; special accessories; service and maintenance; computer assisted instruction, computer managed instruction, and computer graphics; time sharing and resource sharing; potential instructional and media center applications; and special applications, e.g., electronic mail, networks, and videodiscs. Available resources are presented in a bibliography of magazines and journals about microcomputers and software and their uses, a selected list of companies specializing in creating specialized languages and applications programs for microcomputers, and a selected list of companies specializing in the preparation of educational programs for use on microcomputers. (CHC)

ED 192 819

IR 008 908

Elliott, T. Michael And Others

Report to the Coordinating Board for Higher Education of the Computer Policy Task Force.

Missouri State Dept. of Higher Education, Jefferson City.

Pub Date—Aug 79

Note—225p.; Chapter 1 and appendices are printed on colored paper and may not reproduce.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Computers, Cooperative Planning, *Higher Education, Needs, Questionnaires, State Surveys, Tables (Data), *Use Studies

Identifiers—Missouri

The results of a year-long study on the use of computers at institutions of higher learning in Missouri are detailed. The task force which conducted this project was charged with the creation of an atmosphere of cooperation and resource sharing, the improvement of the cost effectiveness of computing services, and the identification of areas of unmet needs and consideration of new and/or innovative ways of using computing to meet those needs. To this end, existing information was reviewed, and five surveys of institutions in the state sector were conducted. Final recommendations focused on two main areas: the establishment of a facilitating organization and the sharing of computer resources. The task force recommended that the Coordinating Board for Higher Education create a state-wide higher education computer consortium in Missouri which would have four primary functions: (1) to serve as an information clearinghouse for higher education computing, (2) to facilitate the development and support of academic and administrative computing, (3) to provide a formal voice for higher education computing in the state, and (4) to encourage the development of appropriate levels of computing resources at all colleges and universities. (Author/LLS)

ED 192 820

IR 008 909

Jorgensen, Sally

Using Analogies to Develop Conceptual Abilities.

Pub Date—Apr 80

Note—13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Denver, CO, April 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Teaching, Instructional Design, Metaphors, Teaching Methods

Identifiers—*Analogy

Because analogies are such powerful tools for communicating they should be exploited more consciously for instructional purposes. Unfortunately, analogies as a topic of investigation in the school curriculum tend to surface only as a subheading within a figurative language lesson in English class or as a test item on the SAT, MAT, or GRE. Analogy exercises can be used in a wide variety of other teaching situations. A student might be asked, for example, to think up an analogy for feudalism, prejudice, photosynthesis, or organizational behavior. Converting understandings of different subject matter concepts and processes and competing philosophies within a field into analogies can help students to better grapple with them and concretize their thinking. Also, analogies can provide teachers with a very effective, though perhaps not foolproof, way of gauging how information is being understood by a student. A bibliography and two exercises—one on teaching and the other on leadership analogies—are attached. (Author/LLS)

JC

ED 192 821

JC 790 569

Conrad, Delora P.

Design and Implementation of a Human Development Program at Northwest Alabama Junior College.

Pub Date—5 May 79

Note—83p.; Ed. D. Practicum. Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Career Counseling, Career Exploration, *Counseling Services, *Developmental Studies Programs, Educational Diagnosis, *High Risk Students, Individual Development, Literature Reviews, Program Development, Program Evaluation, *Program Implementation, *Remedial Instruction, School Holding Power, Self Concept, Student Attrition, Student Financial Aid, Testing Programs, Two Year Colleges

The Student Advancement in Learning (SAIL) project was instituted at Northwest Alabama State Junior College (NASJC) to increase the retention of high risk students through a combination of courses and services in the areas of academic and personal development, career exploration, individual counseling, and financial aid. During the planning stages of the project, the literature dealing with the application of learning theories and testing instruments in programs designed to aid underprepared students was reviewed; the strengths and weaknesses of NASJC's current developmental services were examined; and an improved program was designed within the limits of a \$50,000 grant. Objectives for each of the program's five developmental areas were then established, focusing on the improvement of basic skills through existing courses, the provision of personal potential courses to enhance motivation and self-esteem, the acquisition and dissemination of career information materials, the establishment of two full-time counseling positions, and increased efforts to inform students of financial aid opportunities. SAIL's implementation involved a pilot project and the gradual integration of SAIL's courses and services into the college's programs. The project report, in addition to describing the planning and implementation of SAIL, examines the instruments to be used in evaluating new students. (JP)

ED 192 822 JC 800 350

Student Affirmative Action Plan for the California Community Colleges.

California Community Colleges, Sacramento. Board of Governors.

Pub Date—Feb 79

Note—56p. Part of table 6 and the appendix have been deleted due to irreproducibility.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education, *Affirmative Action, American Indians, Ancillary School Services, Asian Americans, Basic Skills, Black Students, Board of Education Role, College Admission, College Role, *Community Colleges, Counseling Services, Disabilities, Economically Disadvantaged, *Educational Objectives, Enrollment, Females, Hispanic Americans, Legal Responsibility, Males, Older Adults, Outreach Programs, Remedial Programs, *School Holding Power, Staff Development, State Boards of Education, *Statewide Planning, Student Financial Aid, Student Recruitment, Tutorial Programs, Two Year Colleges, Two Year College Students, White Students

Identifiers—*California, Extended Opportunity Programs and Services

Policies, relevant enrollment data, and plans of action for recruiting and retaining minority students are presented in a student affirmative action plan for the California community colleges. After introductory material outlining the goals of student affirmative action and the legal responsibility of state and district educational authorities to achieve these goals, the Plan examines the underrepresentation of ethnic minorities, women, those with low incomes, handicapped individuals, and older adults in community college enrollments. The need to correct this underrepresentation through improved access, retention, and institutional commitment is then discussed, followed by suggested plans of action for: (1) expanded efforts in outreach, recruitment, and admissions; (2) more responsive counseling, student affairs, basic skills, and tutorial services; (3) the continued development of special programs and financial support for underrepresented students, such as the Extended Opportunity Programs and Services; and (4) improved faculty, staff, and student awareness of underrepresented students and their preferred modes of learning. (JP)

ED 192 823

JC 800 423

Nelken, Ira And Others

Overcoming Sexual and Racial Imbalance in Vocational Education.

Nelken (Ira) and Associates, Inc., Chico, Calif. Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Vocational Education Services.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—8535

Note—55p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Persistence, *Community Colleges, *Data Collection, Enrollment Trends, Ethnic Groups, Females, Males, *Nontraditional Occupations, *Secondary Schools, *Sex Fairness, State Surveys, Student Characteristics, Teacher Characteristics, Two Year Colleges, *Vocational Education, Vocational Followup

The findings are presented of a study conducted for the California community colleges to describe and analyze accurate baseline data against which sex equity in vocational education programs could be measured. The components of the study are described first, including: (1) the use of Vocational Education Audit (VEA) form #48 to collect statistics from all California community colleges and secondary schools relating to 1977-78 vocational enrollments in terms of students' sex, ethnicity, program, and status—special emphasis was placed on nontraditional programs; (2) the use of VEA form #45 to collect data from the same schools relating to student completions and employment follow-up by program area; (3) the use of VEA form #47 to determine the sex and ethnicity of administrators and teachers in vocational education programs; and (4) on-site interviews with 95 randomly selected secondary school districts and 35 randomly selected community college districts to assess the reliability of the VEA forms and to collect additional information concerning support services for women and other nontraditional vocational students. Results for each of the study components are graphically and textually analyzed. Recommendations are presented for the improvement of VEA data collection and for increasing the enrollment of women and minorities in vocational programs. (Author/JP)

ED 192 824

JC 800 424

Carvell, Fred And Others

Options and Opportunities: A Community College Educator's Guidebook for Nontraditional Vocational Program Improvement.

Carvell Education Management Planning, Inc., Los Angeles, Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Vocational Education Services.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Note—119p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Choice, Change Strategies, Community Colleges, Enrollment, Federal Legislation, Females, *Job Placement, Males, *Nontraditional Occupations, *School Holding Power, Sex Fairness, State Surveys, *Statewide Planning, Student Characteristics, Student Educational Objectives, *Student Recruitment, Two Year Colleges, Two Year College Students, *Vocational Education

Identifiers—*California

Based upon data collected in a survey of students (N=500) and administrators (N=100) at 12 California community colleges, this guidebook provides background information and implementation strategies for the improved recruitment, retention, and placement of male and female students in non-traditional vocational programs. Part I examines legislation related to occupational sex discrimination and then: (1) differentiates between sex discrimination, sex bias, and sex stereotyping; (2) outlines the California community college vocational programs with imbalanced enrollments, that is, programs where over 79% of the students are of one sex; and (3) presents a model and guidelines for planning, implementing, and evaluating changes within vocational curricula. Part II examines survey findings as they relate to students enrolled in non-traditional pro-

grams. This section describes the demographic make-up of the students, their reasons for enrolling in non-traditional programs, the support services they require, and the seriousness of their intentions to find employment in their fields of study. Part III presents strategies for gaining institutional commitment to sex equity, improving student recruitment through increased public relations activities, enhancing student success using support and counseling services, and providing job market information and placement services. (JP)

ED 192 825

JC 800 430

Mahon, Jack

Implementing a Coordinated Planning Process.

Bucks County Community Coll., Newtown, Pa.

Pub Date—80

Note—105p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Administration, *College Planning, College Role, Committees, *Community Colleges, *Needs Assessment, *Organizational Objectives, Program Evaluation, Questionnaires, *Teacher Participation, Two Year Colleges

The participative management procedures used in establishing goals, objectives, and priorities at Bucks County Community College (BCCC) for 1978 and 1979 are described in this report. BCCC's mission statement is examined first as adopted by the Board of Trustees in 1977, and then the steps involved in securing staff participation in the implementation of that mission are described. These steps included: (1) the collection of suggestions for institutional goals from all college employees and the summarization of these suggestions into 19 separate goal statements; (2) the collection of suggestions for college objectives from employees and the matching of these objectives with the 19 goal statements; and (3) the establishment of priorities for these goals and objectives based on a survey of employees. Problems encountered in the planning process are then examined; they included a lack of sufficient time for discussion, a disagreement over the meaning of goals and objectives, and the inability of individuals to follow the impact of the planning process through the budgeting process. A discussion of a revised planning process is presented next, and it is noted that while the revised process involves individuals in the development of college-wide goals, it also limits faculty involvement to the departmental level. Memos, questionnaires, and charts used in both processes are appended. (JP)

ED 192 826

JC 800 474

Recognition Procedures Manual for Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.

Pub Date—Aug 80

Note—26p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accreditation (Institutions), *Community Colleges, *Evaluation Criteria, Guidelines, *Institutional Evaluation, *Public Policy, State Colleges, State Legislation, *State Standards, Two Year Colleges

Identifiers—*Illinois

This manual outlines the administrative procedures to be followed by the Illinois community colleges in implementing state policies concerning audit and recognition evaluations, which are conducted periodically by the Illinois Community College Board (ICCB). The sections of the Illinois Public Community College Act that grant the ICCB the legal authority to set standards for individual colleges and to issue recognition certificates to institutes meeting those standards are presented first. The manual then outlines the steps in the recognition process; these are: (1) formal application to the ICCB; (2) collection of data in the areas of administration, instruction, public service, finance, facilities, and institutional research; (3) formation of a recognition team consisting of ICCB personnel and peer representatives from other colleges; (4) the recognition visit itself; and (5) the compilation of a recognition report to be presented no later than three weeks after the visit. Appended to the manual are a tentative schedule of recognition visits for 1981 through 1986, an outline of the information needed in the recognition process, a description of the categories of recognition that can be awarded, and the policies for review and appeal. (JP)

ED 192 827 JC 800 480

Derryberry, Carla And Others

Wanted for Breaking with Tradition and Entering

Today's Careers: Summary Report.

Houston Community Coll. System, Tex.

Pub Date—Jun 79

Note—41p.

Pub Type—Tests/Questionnaires (160) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, College Students, Community Colleges, Enrollment Influences, Females, Males, *Nontraditional Occupations, *Occupational Aspiration, Parent Influence, Postsecondary Education, Secondary Education, Secondary School Students, *Sex Stereotypes, *Student Attitudes, Student Recruitment, Surveys, Tables (Data), Teacher Influence, Two Year College Students, Vocational Education Identifiers—Texas (Houston)

A career aspiration profile was administered to 1,350 randomly selected students from Houston area high schools, two-year colleges, and four-year institutions in order to determine the factors which still function as barriers to the entrance of both women and men into non-traditional careers. The career profile solicited information concerning: (1) student occupational aspirations; (2) the salaries students expected to earn; (3) their future educational plans; (4) the role of parents and other adults in influencing occupational choice; (5) the occupational training desired by students; (6) the job-seeking skills they needed to develop; (7) student attitudes concerning the sex-appropriateness of 22 occupational-technical fields; (8) the reasons students felt certain occupations were not appropriate for their sex; (9) the reasons they would be reluctant to enter a non-traditional career; and (10) student perceptions of the usefulness of various methods of recruiting students into non-traditional careers. Summary findings, based on responses from 553 men and 736 women, indicate that while students at all levels felt that most occupational fields were suitable for both sexes, the majority of the respondents still expected to enter occupations traditionally associated with their sex. The survey report details findings for each questionnaire item and provides summary conclusions and the questionnaire. (JP)

ED 192 828 JC 800 488

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 New Students. Student Flow Program, Report 6.

Hawaii Univ., Honolulu. Kapiolani Community Coll.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jul 80

Note—21p.; Tables may not reproduce clearly.

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Failure, *Academic Persistence, College Freshmen, *Community Colleges, *Dropout Characteristics, Liberal Arts, Multiple Regression Analysis, *Predictive Validity, *Predictor Variables, *Student Characteristics, Two Year Colleges, *Two Year College Students, Vocational Education

Based on data collected from the 1,288 students who enrolled at Kapiolani Community College as first-time freshmen in Fall 1979, a study was undertaken to determine the characteristics of new students that are predictive of two dependent variables: (1) second semester enrollment, and (2) a first semester grade point average (GPA) of 2.0 or above. A stepwise regression analysis was applied to assess the predictive value of the following independent variables: full- or part-time enrollment status, educational objectives, scores on English and math placement tests, sex, age, marital status, high school GPA, employment status, basic skills competency, educational goals, college choice, financial worry, defined career plans, and degree of student self-confidence. Study findings, based on two separate regression equations for vocational and liberal arts students, indicate that while academic characteristics seemed more highly correlated with GPA and academic persistence than did personal characteristics, none of the independent variables could account for more than 20% of the variance in either of the dependent variables. Data tables and summary conclusions and recommendations are included in the study report. (JP)

ED 192 829 JC 800 489

Wood, William H.

A Practical Guide to Freshman Composition Texts.

Pub Date—80

Note—16p.

Pub Type—Opinion Papers (120) — Guides — Classroom — Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Community Colleges, Grammar, *Introductory Courses, Publishing Industry, Rhetoric, *Teaching Methods, *Textbook Content, Textbook Evaluation, Textbook Preparation, Textbook Publication, *Textbooks, Two Year Colleges, *Writing (Composition)

An examination of current textbooks for freshman English composition courses reveals that authors, editors, and publishers continue to perpetuate outmoded techniques which frustrate, rather than enhance, student writing ability. Most notable of these techniques is the unnecessary emphasis placed on complicated rules of grammar. Such an emphasis assumes a mastery of rhetorical terminology on the part of today's television-oriented student and promotes the fallacy that students will learn through the discussion of writing rather than through actual writing experience. Other questionable features of these texts include the utilization of meaningless study questions and fill-in-the-blank exercises; the overuse of jargon, such as the euphemism "prewriting" for "outlining"; the inclusion of filler, such as tips on how to buy paper; and the tendency of authors to indulge in philosophical ruminations on irrelevant topics. While some students will try to write and read in spite of these texts, others will be made to feel that writing is a massive undertaking for specialists. Such discouragement may lead some students to abandon English studies, writing, and perhaps even college. Texts should be developed which approach writing as though it existed outside the classroom by, for example, asking students to write about events in their lives, providing realistic writing models, and de-emphasizing grammar rules. (JP)

ED 192 830 JC 800 491

Ayers, Claude V.

Societal Factors which Influence Adults to Complete High School.

Pub Date—5 Mar 79

Note—29p.; Ed. D. Practicum, Nova University

Pub Type—Reports — Research (143) — Dissertations/Theses — Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Students, Community Colleges, *Enrollment Influences, *High School Equivalency Programs, Literature Reviews, Questionnaires, School Surveys, *Student Motivation, Student Recruitment, Two Year Colleges Identifiers—Surry Community College NC

A survey of 30 randomly selected adult students enrolled in Surry Community College's (SCC's) high school completion program was conducted to determine the societal factors that motivate adults to complete high school diploma requirements. The survey instrument was based upon the findings from a review of the literature, interviews with three instructors in the high school completion program, and interviews with three adult high school completion students. The survey participants were asked to indicate those factors that had influenced their decision to enroll in the SCC program on a 40-item checklist of potential influences. The items on the checklist fell into one or more broad categories, reflecting: (1) the desire to complete high school for personal satisfaction; (2) the desire to improve job skills; (3) the flexibility of the schedule offered at SCC and the convenience of its location; and (4) the fact that the program is offered free of charge. Of the items on the survey instrument, 24 were checked by ten or more students. The most commonly selected reasons were: "I want to be able to say that I have completed high school," "I always wanted to finish high school and now I have an opportunity," and "I want a better education." The survey report reviews related literature and presents conclusions about the applicability of the findings to student recruitment. The questionnaire is appended. (JP)

ED 192 831 JC 800 492

Community College Graduates, July 1, 1979-June 30, 1980.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.

Report No.—IRACC-11

Pub Date—Aug 80

Note—8p.; Tables with small type may not reproduce well

Pub Type—Reports — Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Associate Degrees, Attendance Patterns, *College Graduates, *Community Colleges, Females, Liberal Arts, Majors (Students), Males, State Colleges, State Surveys, Technical Education, Two Year Colleges, Vocational Education Identifiers—Hawaii

A study was conducted to determine the major characteristics of those students who graduated from the seven Hawaii community colleges during fiscal year (FY) 1980. The study revealed that a total of 2,183 students graduated between July 1979 and June 1980, representing an 8% decrease over the previous year. Factors contributing to this decline included an increased proportion of part-time students, a lighter credit load carried by both full- and part-time students, and an increased proportion of non-classified students. Of the diplomas awarded, 48% were for Associate in Science degrees, 31% were for Associate in Arts degrees, and 21% were Certificates of Achievement. Liberal arts was the most popular program (709 diplomas were awarded), followed by secretarial science (122 diplomas), accounting (120), auto mechanics (108), food service (93), clerical (90), mid-management (80), practical nursing (67), hotel operations (54), and electronics (53). Distribution of graduates by sex varied by campus and program: females comprised 86% and 99% of the graduates in health and secretarial programs, respectively, and males comprised 84% of the graduates in technology programs. Data tables provide a breakdown of findings by campus and by student sex and program. In addition, figures are compared with similar data collected annually since FY 1976. (JP)

ED 192 832 JC 800 501

Clowes, Darrel A. And Others

General Education in the Community College: A

Search for Purpose.

Pub Date—2 May 79

Note—25p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (59th. Chicago, IL, April 29-May 2, 1979)

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, *College Role, *Community Colleges, Comprehensive Programs, *Core Curriculum, *Curriculum Design, *Curriculum Development, *General Education, Nontraditional Students, Open Enrollment, Teacher Participation, Two Year Colleges, Undergraduate Study

Identifiers—Cedar Valley College TX. Miami Dade Community College FL

Revised general education (GE) curricula at two community colleges are described in an effort to illustrate the outcomes of a "telic" curriculum revision based on: (1) the collective identification of the purposes of GE by an institution's faculty, and (2) the design of a GE curriculum which reconciles those identified purposes with the needs and preferences of non-traditional students. The report first discusses the desirability of curriculum reform based on institutional self-evaluation, rather than on simple comparisons with other colleges, and then examines the problems involved in matching curriculum design with the diverse student bodies associated with open enrollment. This is followed by a description of the GE curriculum developed at Miami-Dade Community College to further its commitment to open enrollment and, at the same time, to meet external demands for career-oriented courses, increased emphasis on basic skills, and higher academic standards. This section also includes an examination of student assessment procedures used to determine the appropriate balance between core courses and basic skills courses. Finally, the report describes the revised GE curriculum developed at Cedar Valley College (Texas) to support the college's commitment to education for citizenship through a sequence of "Skills for Living" courses stressing the individual's role and re-

sponsibility in society. (JP)

ED 192 833 JC 800 503

Mitchell, Charlie Young, William
A Course Approach to Academic Advising.
 Mesa Community Coll., Ariz.
 Pub Date—Oct 79

Note—41p. Paper presented at the National Conference on Academic Advising of the National Academic Advisory Association (October, 1979) and accompanying workbook

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Community Colleges, *Course Content, Course Evaluation, *Educational Counseling, Locus of Control, Pilot Projects, *Planning, *School Orientation, Self Evaluation (Individuals), Sequential Approach, *Student Development, Student Educational Objectives, Student Motivation, Two Year Colleges, *Two Year College Students, Workbooks

The first section of this two-part paper presents a brief discussion of the planning, pilot implementation, and benefits of Assessment and Advise ment 100, a one-unit, self-paced, student development course offered at Mesa Community College. The course was designed to help entering students define why they are in college, determine what they want from the college experience, develop a plan to achieve their educational goals, and correlate their educational goals with career selection. The benefits of the course, determined through various pilot tests conducted during 1979, include improved retention, an increasingly internalized locus of control, and enhanced intrinsic motivation. Following this discussion, the six-unit workbook used by students enrolled in the course is presented. In the workbook, sequential units provide information and exercises which require students to: (1) familiarize themselves with college services in the areas of advisement, financial aid, career planning, counseling, library resources, and job placement; (2) assess their academic skills and weaknesses; (3) learn to allocate their time effectively; (4) articulate their expectations of the college and their tentative career choices; (5) delineate their educational goals; (6) establish a plan to achieve those goals; (7) select relevant courses; and (8) develop a tentative schedule for the following quarter. (JP)

ED 192 834 JC 800 505

MISIS Results of Student Education Intent Survey [and] Supplement to MISIS Results of Student Education Intent Survey. Institutional Research Reports 79/80-2 [and] 79/80-2A.

Mississippi Gulf Coast Junior Coll., Perkinston.
 Pub Date—79

Note—20p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, Comparative Analysis, *Employment Experience, Multicampus Colleges, State Surveys, Statewide Planning, *Student Educational Objectives, Transfer Programs, Two Year Colleges, *Two Year College Students, Vocational Education

Identifiers—Mississippi, *Mississippi Student Information System

A survey of the academic, vocational, and technical students enrolled at Mississippi Gulf Coast Junior College (MGCJC) during Fall 1979 was conducted as a contribution to the Educational Intent component of Mississippi's state-wide student information system. The survey instrument, administered during registration, solicited information concerning the students' current employment and overall educational goals. Major findings, based on 5,030 responses, indicate that 44% of the vocational/technical students and 62.4% of the academic students were currently employed; 21.8% of the respondents were working over 40 hours per week; and 41.3% indicated that they had work experience in their field of study. Responses concerning educational goals reveal that 8.8% of the students were enrolled for personal enrichment, 11.6% were preparing for personal transfer, and 56% were enrolled for job preparation and/or improvement. Approximately 44% of the students indicated that their educational goals could be met through participation in selected programs, and 41.1% intended to obtain an associate degree. While 63.9% of the respondents said they would re-enroll in the Spring semester, 5% indicated that they would re-enroll at a later date, and 12.2% were

undecided. The survey report summarizes findings by educational program and compares results with statewide figures. (JP)

ED 192 835 JC 800 506

Analysis of Presidents' and Superintendents' Salaries. Institutional Research Report No. 79/80-8.

Mississippi Gulf Coast Junior Coll., Perkinston.
 Pub Date—18 Jun 80

Note—13p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Presidents, Comparative Analysis, *National Norms, Promotion (Occupational), *Salaries, State Colleges, *State Norms, Superintendents, Teacher Salaries, *Two Year Colleges

A study was conducted at Mississippi Gulf Coast Junior College (MGCJC) to determine the propriety of the salary earned by MGCJC's president. The president's salary and recent salary increases were compared with the salaries and increases earned by: (1) the chief executive officers of the other Mississippi junior colleges; (2) the presidents of comparable two-year colleges across the country; (3) the presidents of eight Mississippi state universities; (4) the faculty and staff at MGCJC; and (5) the superintendents of selected Mississippi school systems. Major findings indicate that while the salary earned by MGCJC's president was the highest of any Mississippi public junior college, the percentage increase earned by the president between 1977 and 1979 was only the seventh highest in the state. In addition, a comparison with national figures revealed that the president's salary fell within the bottom 25% of all two-year college presidents in the country, and that the salaries of presidents of colleges with enrollments of 10,000 or more were all above that of MGCJC's president. The salary increases earned by the president from 1975 through 1979, though lower than the increases of MGCJC faculty and staff, were comparable to the increases earned by superintendents and state university presidents. The study led to the conclusion that the president's salary was appropriate. (JP)

ED 192 836 JC 800 508

Discipline Cost Analysis Manual. Maryland Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

Pub Date—Jun 80

Note—68p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Colleges, Computer Oriented Programs, Cost Effectiveness, *Cost Estimates, *Courses, *Data Collection, *Intellectual Disciplines, Program Costs, *State Standards, Statewide Planning, Teacher Salaries, Two Year Colleges, Unit Costs, Worksheets

Identifiers—*Maryland

As an aid to Maryland community colleges, procedures are outlined for approximating and reporting discipline cost data required for internal decision-making and for the statewide coordination of community college planning. A discussion of the development of costing standards, which are based on a cost analysis model developed by the National Association of College and University Business Officers, is followed by an enumeration of the management benefits accrued through the state's uniform discipline cost analysis (DCA). The manual next describes the procedures for assigning Higher Education General Information System (HEGIS) codes to community college courses and then defines the costs to be estimated for each course and for each aggregate of courses with the same HEGIS code. An explanation is then provided of the use of standardized worksheets in determining costs for faculty compensation, additional direct instructional costs, and indirect costs. The final Discipline Cost Report is then described as it is to be submitted to the Maryland State Board for Community Colleges by each institution. The manual concludes with a description of the computer programs available to the colleges in the preparation of DCA reports and an outline of the management information reports prepared by the Board on the basis of DCA findings. Worksheets and sample reports are appended. (JP)

ED 192 837 JC 800 514

SAM: Student Accountability Model. Fourteen "Exemplary" Uses & How to Apply Them in California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor; Los Angeles Community Coll. District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Note—69p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Classification, *Community Colleges, Computer Oriented Programs, Courses, Disabilities, Educationally Disadvantaged, *Followup Studies, *Information Utilization, *Institutional Research, Models, Program Evaluation, Questionnaires, Sampling, Student Characteristics, Two Year Colleges, Two Year College Students, *Vocational Education

Exemplary adaptations of the California Community Colleges' Student Accountability Model (SAM) are presented, based upon interviews with administrators at 37 colleges or districts known to have implemented SAM practices. After a description of SAM (a set of procedures for the follow-up of occupational students), the report examines the criteria by which the exemplary adaptations were selected. Most important of these was the effective use of data generated through SAM to make needed modifications in programs or courses. Descriptions, costs, outcomes, and "how to do it" suggestions are then provided for each of the selected SAM implementation models. These models are designed to: (1) achieve inter-college consensus on coding conventions in a multi-college district; (2) classify new courses and review course classifications; (3) effectively identify a student's major and objectives; (4) process student applications for closed programs; (5) through 9) effectively collect and use data concerning disadvantaged and handicapped students; (10) provide for the manual operation of SAM when computer time is not available; (11) effectively collect employment information on non-returning students; (12) identify potential dropouts; (13) conduct follow-up studies and evaluate data collection practices; and (14) use SAM data for curriculum evaluation. (JP)

ED 192 838 JC 800 515

Ireland, Jackie Feuers-Jones, Allison

The Status and Future of Community Services in the Los Angeles Community College District.

Los Angeles Community Coll. District, Calif.

Pub Date—Aug 80

Note—30p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Community Services, Courses, Educational Objectives, Enrollment, *Financial Support, Multicampus Districts, *Program Development, Reduction in Force, *Retrenchment, State Aid, Statewide Planning, Student Recruitment, Two Year Colleges

Identifiers—*Los Angeles Community Colleges CA

The future of community services in the Los Angeles Community College District is examined in light of current fiscal constraints and reductions in force. The report first examines the impact of Proposition 13 on community services throughout California and within the District. The increased reliance on permissive fees and self-supported programs is noted, as are concomitant changes, both positive and negative, in community services programming, enrollment, and staffing. A description of the community services program strengths at each of the nine colleges in the District is followed by an examination of four challenges facing community services in the 1980's. These challenges are to gain acceptance of community services as an integral function of the college, determine ways of providing maximum service, define appropriate goals for community service programs, and develop adequate mechanisms for program funding. The report then discusses the outreach/community development philosophy behind community education and examines, among other possibilities, the use of fee-supported community services as a means of providing programs that might otherwise be curtailed in times of economic constraint. Finally, guidelines are provided for determining the mission of community service programs, staffing them, and assuring adequate funding through a combination of fees, District appropriations, and governmental support. (JP)

ED 192 839 JC 800 517

Martorana, S. V. Smutz, Wayne D.

State Legislation Affecting Community and Junior Colleges, 1979. Report No. 35.

National Council of State Directors of Community-Junior Colleges; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date—Jun 80

Note—196p.; Tables 2 and 3 may not reproduce well due to small size of type

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—College Administration, Community Colleges, *Educational Finance, *Educational Legislation, Governance, Government Role, Lifelong Learning, National Surveys, Postsecondary Education, State Action, State Aid, *State Legislation, Statewide Planning, Trend Analysis, *Two Year Colleges

Based upon a survey of the community and junior college state directors in all 50 states and Puerto Rico, this five-part report presents an analytical and descriptive review of state legislation affecting community colleges. Part I discusses study methodology and describes the two survey instruments—one soliciting information on relevant legislation enacted or proposed during 1979 and another requesting supplementary information on the statewide coordination of lifelong learning programs. Part II analyzes findings as they relate to legislation in seven topical areas: (1) financial matters, such as appropriations and capital funds; (2) administrative affairs, including governing boards and institutional research; (3) procedures and regulations regarding physical facilities and their construction; (4) institutional expansion and name changes; (5) personnel benefits and collective bargaining; (6) student services and tuition; and (7) curriculum, accreditation, and certification. Part III analyzes the legislative intent of the bills affecting community colleges, and Part IV presents summary conclusions, noting, among other findings, the growth of legislation dealing with finance. The report concludes with an analysis of responses to the lifelong learning questionnaire. Abstracts of relevant 1979 state legislation are appended. (JP)

ED 192 840 JC 800 519

A Guide to Making Intelligent Computing Decisions.

American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Washington, D.C.

Pub Date—[80]

Note—16p.; Photographs will not reproduce well. Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Administration, *Community Colleges, Computers, Consultants, Cost Effectiveness, *Data Processing, *Decision Making, Equipment Evaluation, Equipment Utilization, *Governing Boards, Guidelines, *Information Systems, Long Range Planning, Needs Assessment, Professional Services, Staff Utilization, Two Year Colleges

Decision-making guidelines are presented as an aid to community college boards faced with the problem of acquiring and implementing a data processing system for administrative and/or instructional use. After introductory material noting the increased demand for data processing education and the desirability of using computer technology in the collection of data for reporting purposes, the guidebook outlines factors to be considered in a seven-step, decision-making sequence. This sequence involves: (1) assessing computer technology currently in use at the institution and determining future needs; (2) preparing a short- and long-range computing services master plan; (3) establishing objectives and priorities for the tasks to be completed by the academic and administrative segments of the data processing system; (4) determining personnel needs; (5) establishing a governance structure for the system; (6) choosing needed hardware; and (7) determining the system's cost effectiveness. The guidebook concludes with a discussion of the use of consulting firms specializing in educational computing services. (JP)

ED 192 841

Hyde, William Augenblick, John

Community College Students, Costs and Finances: A Review of Research Literature.

Education Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Contract—400-79-0072

Note—121p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Adult Students, *Community Colleges, Community Services, *Educational Finance, Educational History, Educational Needs, *Enrollment, Enrollment Influences, Financial Problems, Financial Support, Full Time Students, Literature Reviews, Needs Assessment, Nontraditional Students, Part Time Students, Predictor Variables, *Student Financial Aid, Surveys, Tuition, Two Year Colleges

Based on a review of the literature and ongoing research, this four-part monograph provides a composite profile of the enrollment and financial status of the nation's community colleges. After introductory material describing research methodology, Part I analyzes community college enrollment by sex, examines the increase in the number of adult students, and discusses the relative participation of full- and part-time students. Part II discusses prospective student enrollment behavior and educational needs based on needs assessment survey reports and econometric models designed to identify, through regression analysis, enrollment influences. Reasons for attending a community college as opposed to other post-secondary institutions are discussed, as are the problems involved in using surveys and modeling for predicting enrollment. Part III examines financial aid at community colleges and discusses the difficulties of defining and measuring an institution's "fair share," the dearth of empirical data on the distribution of financial aid to community college students, and the management of financial aid at the colleges. Finally, Part IV reviews the history of community college finance and examines current fiscal problems, criteria for assessing community college financial systems, tuition policies, community service funding patterns, and the impact of tax limitations. Data tables and an extensive bibliography are included. (JP)

ED 192 842

Otis, Laurie L.

Vocational Learning Centers: A Link to Business and Industry.

Wisconsin Indianhead Technical Inst., Ashland.

Pub Date—[80]

Note—16p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Surveys, Cooperative Programs, *Educational Media, Educational Responsibility, *Inservice Education, Instructional Materials, *Learning Resources Centers, Needs Assessment, On the Job Training, *School Business Relationship, *Shared Services, Technical Institutes, Two Year Colleges

The Learning Resource Center at Wisconsin Indianhead Technical Institute (WITI) conducted a survey of 100 businesses and industries in Ashland, Wisconsin, in order to determine the perceived need for a shared informational media center to be used for workshops, training sessions, and in-service meetings. The survey instrument solicited information on current and projected staff training efforts, the use of audio-visual materials in staff training, periodical subscriptions, the purchase of reference materials, interest in resource speakers and/or the provision of meeting rooms for training purposes, and the amount of money spent annually for educational materials. Major findings, based on an 80% response rate, indicate that 72.5% of the businesses were engaged in staff training and that 34.8% anticipated an expansion of this role. Most respondents (68.1%) favored the use of audio-visual materials if available, but 34.8% owned no audio-visual hardware or software. While 87% subscribed to professional magazines and 84% purchased technical reference materials, only 14.5% spent over \$799 per year for educational materials. In addition to presenting the survey findings, the study report examines the growing need to train employees in their work duties and in safety procedures. The materials and facilities of WITI's Learning Resource

Center that could be used in developing the shared center are also described. (JP)

ED 192 843

JC 800 529

Educational Needs and Perceptions of Amarillo College: A Community Survey.

Amarillo Coll., Tex.

Pub Date—Sep 80

Note—77p.

Pub Type—Reports - Research (143) —

Tests/Questionnaires (160)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Ancillary School Services, Blacks, *Community Characteristics, *Community Colleges, Community Surveys, Demography, *Educational Demand, High School Seniors, Information Sources, *Institutional Evaluation, Mexican Americans, Needs Assessment, Parent Attitudes, Questionnaires, Secondary School Teachers, Student Attitudes, Student Costs, Teacher Attitudes, Two Year Colleges

Identifiers—*Texas (Amarillo)

In order to provide the information needed for long-range planning, Amarillo College (AC), Texas, conducted a survey of eight selected community groups during Fall 1979 to determine the socioeconomic characteristics of area citizens, their perceptions of AC, and their interest in obtaining further education. Survey respondents included 227 area high school seniors, 72 Chamber of Commerce members, 48 self-employed professionals, 399 randomly selected Amarillo residents, 106 randomly selected parents of full-time AC students, 292 area high school teachers, 47 randomly selected Black residents, and 50 randomly selected Hispanic residents. All but the last two sample groups were representative of their respective populations. Three survey instruments were designed: a high school student questionnaire, a basic adult questionnaire, and an interview form modified to collect information of special relevance to the Black and Hispanic respondents. Respondents were asked to: (1) provide demographic information related to ethnicity, residence, sex, age, marital status, employment, and income; (2) rate college facilities and services; (3) identify the sources from which they obtained information about AC; (4) indicate whether the cost of attending AC should be changed; (5) indicate the services that should be added; and (6) identify educational goals. The survey report analyzes findings by respondent group. (JP)

ED 192 844

JC 800 530

Community College Management Information

System Procedures Manual.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Pub Date—Aug 80

Note—437p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC18 Plus Postage.

Descriptors—Classification, College Programs, *Community Colleges, Costs, Courses, *Data Collection, Educational Finance, Enrollment, *Management Information Systems, Records (Forms), *Reports, Staff Utilization, State Colleges, State Departments of Education, *State Standards, Statewide Planning, Two Year Colleges

Identifiers—*Florida, Florida State Department of Education

Uniform procedures, terminology, definitions, forms, and instructions for the completion of state reporting requirements are presented as a management aid for the individual Florida community colleges. A calendar of required reports is presented first, along with an explanation of the Community College Information Classification Structure (CCICS) by which data from the 28 colleges are uniformly organized according to a hierarchy of functions and activities. The statewide course numbering system and its relationship to the CCICS are then described, followed by an examination of the purposes, procedures, and forms for each of 17 reports required by the State Division of Community Colleges. These reports cover the college operating budget, annual finance, quarterly finance, cost studies, student fees and waivers, facilities inventories, space utilization, personnel and salaries, full-time equivalent enrollment, opening fall headcount, fall headcount by age groups, annual enrollment headcount, teacher-staff utilization, placement and follow-up of graduates and leavers, community instructional services, annual credit outputs, and staff and program development. Included in the appendix are reports and references to reports which

were collected from the community colleges by other Florida state agencies. (JP)

ED 192 845 JC 800 531
Riley, Bob E.

Faculty Tenure in Community Colleges of Texas: Where It Came from—Where It Is Going.

Pub Date—80

Note—26p.

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, Collective Bargaining, *College Faculty, *Community Colleges, Contracts, Court Litigation, Due Process, Grievance Procedures, Legal Responsibility, State Legislation, State Standards, Teacher Dismissal, *Tenure, Two Year Colleges
Identifiers—*Texas

Literature and litigation are reviewed in a three-part study of the problems that exist in the administration of academic tenure: the history of faculty tenure at Texas community and junior colleges; and possible alternatives to faculty tenure. Part I outlines the general features of tenure operation in the United States and discusses trends toward the declining popularity of the tenure system. This section examines the percentages of colleges and faculty under the tenure system and discusses the fiscal and public relations problems caused by the difficulty of dismissing tenured faculty. Part II examines tenure policy articulated by the Coordinating Board of the Texas College and University System which sets non-binding standards concerning probationary periods, notices of intention not to reappoint, and grounds for the dismissal of tenured faculty. Finally, the techniques of procedural due process and contract negotiations are proposed as alternatives to the tenure system, especially in light of current legislative attempts to abolish tenure in Texas. Part III also reviews pertinent litigation, focusing on the procedural safeguards in due process, the types of issues that may be negotiated between faculty and administration, and the components of a formal grievance procedure. A bibliography and an American Association of University Professors statement on academic freedom and tenure are appended. (JP)

ED 192 846 JC 800 533
Articulation.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Pub Date—Aug 80

Note—59p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Articulation (Education), Black Students, College Credits, *College Transfer Students, Community Colleges, Ethnic Groups, Females, Grade Point Average, Hispanic Americans, Majors (Students), Males, Postsecondary Education, State Universities, *Student Characteristics, White Students
Identifiers—*Florida

A series of data tables are presented, detailing the demographic makeup and academic success of those students at the Florida state universities who had transferred from the Florida community colleges. The tables, which include fall term data for 1977, 1978, 1979, classify the transfer students by age, sex, race, date of entry into the university, number of quarter hours transferred from the community college, number of quarter hours earned toward a degree, community college of origin, grade point average (GPA), and academic major. Selected findings, based upon a comparison of the three years, indicate that the percentage of females transferring to the universities increased steadily, and that the percentage of Blacks and Hispanics, while rising between 1977 and 1978, decreased slightly between 1978 and 1979. Most students earned more than 90 quarter hours at the community college before transferring to the university. While at the university, 85% of the transfer students earned a GPA of 2.0 or higher. This average varied from major to major, but was consistently higher for those transferring after earning 90 quarter hours than for those transferring with less than 90 hours credit. The total mean GPA of the transfer students decreased only slightly from 1977 to 1979, while the standard deviation remained constant. The tables present data by university and, in some cases, by college of origin. (JP)

ED 192 847 JC 800 534

Hoppe, Sherry Biggers, Paul

Marketing Plan, 1980-81.

Chattanooga State Technical Community Coll., Tenn.

Pub Date—[80]

Note—79p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Organizations, Educational Planning, Employers, High School Seniors, Institutional Research, Nontraditional Students, Public Agencies, *School Community Relationship, School Holding Power, Student Attrition, *Student Recruitment, Technical Institutes, Two Year Colleges, Two Year College Students
Identifiers—*Market Segmentation

A marketing program for Chattanooga State Technical Community College (CSTCC) is presented as a guide to be used by the college in increasing its share of the traditional college-age market and in expanding the college's target audience to include more non-traditional students. The report first presents a review of the literature concerning educational marketing and student retention, and then outlines major findings for five studies conducted by CSTCC. These studies sought to determine characteristics of entering students, CSTCC's impact on the community, graduate satisfaction with the college, the factors influencing students to drop out, and the relative enrollment contributions of area zip code tracts and high school districts. The implications of the studies for planning are then enumerated and marketing strategies to be used in dealing with 15 target audiences are outlined. These audiences are the general population, applicants, currently enrolled students, transfer students, program leavers, graduates, high school students, high school seniors, area employers, public agencies, area educational institutions, hospitals, churches, volunteer agencies, and civic organizations. For each strategy, time schedules are provided and the persons responsible for implementation are identified. An outline of the goals and activities of CSTCC's marketing task force and a description of the college's attrition reduction program are appended. (JP)

ED 192 848 JC 800 535

Sheldon, M. Stephen

Telephone Interview vs. Mass Mailing for Student Follow-Up: Final Report.

Los Angeles Pierce Coll., Woodland Hills, Calif.

Pub Date—77

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, Cost Effectiveness, *Followup Studies, Questionnaires, Reliability, *Research Methodology, Research Problems, Sampling, Surveys, Two Year Colleges

Identifiers—*Mail Surveys, Response Rate (Questionnaires), *Telephone Surveys

A study was conducted at Los Angeles Pierce College (LAPC) to test the relative reliability of small-sample telephone interviewing and large-sample mailings with postcard and telephone reminders for student follow-up. The study involved conducting a telephone survey of 245 former students who had enrolled at LAPC in four program areas, and a mail survey of 625 former students from the same program areas. Results indicate that 18% of the sample surveyed by mail returned questionnaires spontaneously. The postcard reminder added less than 2% to the response rate and the subsequent telephone reminder yielded an additional 1%. The telephone survey, conducted by student workers, produced a 50% response rate. Of those who did not respond, 16% were not available, 3% refused to participate, and 30% had disconnected phones or had moved. Cost estimates indicate that 100 returns would require an expenditure of \$20 more for telephone interviewing than for mass mailing. Despite the cost advantage of the mail survey, it was determined that the telephone interviews were more reliable, in that the response rate was higher and because conclusions or generalizations based on low, volunteer mail returns were hard to justify. The study report details the sampling procedure utilized during the course of the study and provides data tables and the questionnaires. (JP)

ED 192 849 JC 800 536

Washington Community College Study.

Washington State Board for Community Coll. Education, Olympia.

Pub Date—Aug 80

Note—312p.; Contains some light print.

Pub Type—Reports - Research (143) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*College Administration, College Programs, *Community Colleges, Educational Finance, Educational History, Enrollment Trends, Governance, Multicampus Districts, Public Opinion, Questionnaires, School District Reorganization, State Colleges, State School District Relationship, State Surveys, Tables (Data), *Technical Institutes

Identifiers—Olympia Technical Community College WA, *Washington

The history, administration, and governance of the Washington Community College System (WCCS) are analyzed in this seven-part report prepared for the state legislature. Part I presents background information on the WCCS's role and mission, history, students, programs, personnel, facilities, finances, student costs, and future. Part II discusses public opinion of WCCS's performance based upon a 1980 survey of 1,173 households, which sought information about past attendance, satisfaction with programs and services, awareness of and participation in vocational/technical institutes, degree of confidence in various educational systems, and demography. Part III examines the configuration of district boundaries and the effects of boundary modifications. The functions of multicampus district offices are described in Part IV, and their relationships with individual colleges and the State Board for Community College Education are considered. Part V analyzes the governance of the WCCS and describes each of the statewide organizations, committees, and agencies that influence decision-making at community colleges. Part VI analyzes the question of the desirability of maintaining a dual system of vocational education, under which community colleges and vocational/technical institutes operate separately. The final section provides a special report on Olympia Technical Community College. (JP)

ED 192 850 JC 800 537

Clemans, Bettie And Others

A Study of Community College State Associations.

Arizona Coordinating Council on Resource Development.

Spons Agency—Arizona Assoc. of District Governing Boards, Phoenix; Arizona Community Coll. Presidents Council, Phoenix.

Pub Date—7 Apr 80

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, *College Presidents, *Community Colleges, Educational Legislation, National Surveys, Personnel Needs, *Professional Associations, Professional Development, *Staff Utilization, *Trustees, Two Year Colleges

In order to determine if paid professional staff should be added to its organization, the Arizona Association of District Governing Boards conducted a study involving: (1) a review of the literature concerning state associations for community college presidents and trustees; and (2) a survey of these organizations within the 25 states that, like Arizona, provide community colleges with locally elected or appointed governing boards. The objectives of the study were to examine the organization and staffing patterns of the state associations and to determine the range of activities engaged in by those organizations with paid professional staff. Major findings indicate that associations within states having a large number of colleges were more likely to hire professional staff. The activities engaged in by these professionals varied with the size of the budget, but centered around six categories: arranging state association meetings and conferences; coordinating and/or conducting professional development workshops; directing annual orientation sessions for newly appointed governing board members; preparing informational newsletters; serving as a liaison with other state educational constituencies; and monitoring legislation. The survey report presents summary conclusions and brief descriptions of the community college system in each of the 25 states examined. (JP)

ED 192 851 JC 800 540

Clovis, George A.

Services for Evening Students: Final Report of a

Survey Conducted in the 1979 Fall Semester.

Parkersburg Community Coll., W. Va.

Pub Date—Jul 80

Note—44p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ancillary School Services, *Community Colleges, *Evening Students, *School Schedules, *Student Attitudes, *Student Characteristics, Student Needs, Student Personnel Services, Two Year Colleges

An in-class survey of 1,198 students attending evening classes at Parkersburg Community College was conducted to determine: (1) the students' awareness of nine college services available during evening hours; (2) the additional services needed by evening students and the hours during which they should be provided; (3) the demographic and attendance profiles of the students; and (4) the preferred times for evening instruction. Major findings indicate that while over 70% of the students were aware of the cafeteria, security, and childcare services provided during evening hours, only 26.6% were aware of the existence of an Evening/Weekend Coordinator on the college's staff. The services most needed beyond their regular hours were the bookstore, the admissions/records office, the cafeteria, and the business office. Many respondents indicated that they desired to have services available at times when the services were already offered. Demographic data indicate that 51.5% of the students were female; that 61.2% were over 25 years of age; that 72% travelled 15 miles or less to the campus; and that 72% were employed full-time. The times preferred for the evening classes by the largest percentage of the respondents were 5:30-7:00 p.m. and 6:00-9:00 p.m. The survey report bases recommendations for improving service to the evening students upon study findings. The questionnaire is appended. (JP)

ED 192 852 JC 800 545

Cloud, Robert C.

Administrative Freedom and Responsibility in the

Community College: A Proposal.

Pub Date—20 Oct 80

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *Administrator Responsibility, Administrator Role, *Administrators, College Faculty, *Community Colleges, Professional Associations, Tenure, Two Year Colleges

Despite the strategic position the community college administrator occupies within the institution, there appears to be no definitive statement of administrative freedom and responsibility comparable to that available to faculty members. This is particularly surprising since many administrators are recruited from the ranks of faculty members, where they have historically enjoyed the support of academic freedom and tenure. This support, articulated and defended by the American Association of University Professors, has, despite abuses, assured freedom of teaching and research, as well as the economic security necessary in making the profession attractive to persons of ability. Although these tenets of freedom and tenure may not apply specifically to the administrative endeavor, it is generally accepted that administrators should be free to seek the truth in their specialty, carry out the duties prescribed in their job descriptions, and implement decisions consistent with governing board policy. While the American Association of University Administrators has adopted a statement of Professional Standards for Administrators in Higher Education, this statement focuses primarily on the university setting. A statement of principles emanating from the national level would help clarify the issue of administrative freedom and deter the erosion of authority and influence currently experienced by college administrators. (JP)

ED 192 853 JC 800 547

Whitworth, L. L.

Task Level Articulation in Welding between the Community College of Allegheny County, College Center-North, and Parkway West Area Technical School. Final Report.

Allegheny County Community Coll., Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Edu-

cation, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Aug 79

Note—33p.; For related documents, see JC 800 548-551.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, *Articulation (Education), College School Cooperation, *Community Colleges, *Competency Based Education, Employer Attitudes, Program Development, Questionnaires, *Secondary Schools, Student Evaluation, Surveys, Two Year Colleges, Vocational Education, *Welding

Identifiers—Community College of Allegheny County PA

A cooperative project was undertaken by Parkway West Area Technical School (PWATS) and the Community College of Allegheny County (CCAC) to plan and develop a task level articulation agreement for the welding sequences extending from the high school to the post-secondary levels. Project procedures, coordinated by a Welding Craft Advisory Committee made up of instructors and employers, involved: (1) a survey of area employers to identify the task competencies required of welders; (2) the selection or development of performance objectives and criterion-referenced measures for each of the identified competencies; (3) the establishment of a hierarchy for these competencies; (4) the evaluation of existing courses of study; and (5) the reorganization of courses of study so that the two-year welding program at PWATS was directly equivalent to CCAC's Welding I and Welding II. These procedures overcome the shortcomings of traditional high school/college articulation agreements in that a student's subject mastery is proven rather than assumed and that the tasks are identified by employers rather than educators. The report evaluates the initial implementation of the agreement, examines CCAC's plans for articulation agreements in other vocational areas, and discusses the staff development efforts required in the state-wide implementation of such agreements. (JP)

ED 192 854 JC 800 552

Eagle, Norman

Effects of Interactions between Four Instructor Status Conditions and Instructor Knowledge of, and Deviation from, Departmental Norms, on Changes in Student Ratings of Instruction at a Large, Urban Community College.

Pub Date—10 Apr 80

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 10, 1980)

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), Age, Behavior Change, College Faculty, Community Colleges, Correlation, Feedback, Females, Information Utilization, Males, *Student Evaluation of Teacher Performance, *Teacher Characteristics, *Teacher Improvement, Tenure, Two Year Colleges

A study was conducted at the Bronx Community College to: (1) test the hypothesis that instructors' knowledge of their ratings by students and of their relative standing among their colleagues in terms of these ratings is sufficient to produce a significant change in ratings over time; and (2) correlate the effects of instructor age, sex, tenure status, and rank, as well as knowledge of relative standing, on changes in student ratings over time. Data collected on a 13-item student evaluation of instruction form were analyzed for ten departments for Spring 1973, Fall 1973, and Fall 1975. Instructors in five departments were advised of their mean ratings for all of the sections they taught on each of the items on the rating scale and were informed of the mean ratings on each item for their respective departments. Instructors in the remaining five departments were given their own ratings and not the departmental means. Step-wise regression analyses were used to determine the relationships between the change in Spring 1973, Fall 1973, and Fall 1975 ratings and the five independent variables (sex, age, rank, tenure, and knowledge of relative standing). Findings indicate that none of the independent variables significantly accounted for variance in ratings after one semester or after the two-year period. (JP)

ED 192 855 JC 800 553

Eagle, Norman

A Demographic Profile of Incoming Matriculated

Students, Fall, 1979.

Bronx Community Coll., N.Y.

Report No.—BCC-3-79

Pub Date—Oct 79

Note—80p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age, Black Students, Community Colleges, *Demography, Family Characteristics, Family Income, Females, Language Dominance, Males, Parent Background, Puerto Ricans, *Student Characteristics, Student Educational Objectives, Student Employment, Tables (Data), Two Year Colleges, *Two Year College Students, Veterans, White Students

On a series of tables, data profile the affective and demographic characteristics of 1,500 regularly matriculated students who entered Bronx Community College (BCC) in Fall 1979. The data, collected on a specially prepared Freshman Information Form, indicate the level of satisfaction with the college curriculum, the primary language spoken at home, student educational objectives, the types of households students live in, the number of people living in students' households, household income, highest educational level attained by parents, the need for counseling services, marital status, and residency. Each of these areas is analyzed in terms of students' sex, ethnicity, veteran status, and employment status. Selected findings include the following: (1) 60% of the entering students were females; (2) 48% of the students were Hispanic and 40% were Black; (3) the median age of the students was 20 years; (4) 50% of the entering males were veterans; (5) 33% of the students spoke English as a second language; (6) 45% came from households with an annual income of less than \$5,000; (7) only 22% of the students expected to earn nothing higher than an associate degree; and (8) financial aid and career planning were the two most cited areas of counseling need. Included in the report is a discussion of the representativeness of the respondent sample. (JP)

ED 192 856 JC 800 555

Eagle, Norman

Attrition and Student Progress at Bronx Community College for Entering Classes: Fall 1972 to Fall 1976 (Progress to Fall 1978).

Bronx Community Coll., N.Y.

Report No.—BCC-2-79

Pub Date—May 79

Note—134p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, College Transfer Students, Community Colleges, Dropouts, *Enrollment Trends, Grades (Scholastic), *Graduation, Longitudinal Studies, Majors (Students), *Student Attrition, Two Year Colleges, *Two Year College Students

Data tables summarize the semester-by-semester persistence of each class of regularly matriculated students entering Bronx Community College (BCC) between Fall 1972 and Fall 1976 in terms of graduation and retention rates. For each entering class, the tables provide progress analyses up to Fall 1978 by curriculum group and high school grade average. Grade distributions at the end of Fall 1978 are also examined. Selected findings show a declining retention rate in the third and fourth semesters, indicating that approximately 66% of all entering students drop out, transfer, or temporarily discontinue enrollment by the beginning of the fifth semester after initial enrollment. Only business administration and nursing programs showed above average retention rates, while engineering technology showed a lower than average rate. Other findings indicate that, after the sixth semester, graduation rates stabilize for all programs at approximately 5% to 6% per semester. Students with high school averages of 75% or above were twice as likely to graduate by the end of 12 semesters as students with averages below 70%. The proportions of passing grades earned at BCC varied from program to program, ranging from 43% in mathematics and 46% in business to 81% in psychology and 86% in education. The report includes a discussion of study highlights and limitations. (JP)

ED 192 857 JC 800 556

*Eagle, Norman***The Academic and Remedial Placement Profile of Students Entering B.C.C. in September 1980, by Curriculum Group.**

Bronx Community Coll., N.Y.

Report No.—BCC-1-80

Pub Date—Oct 80

Note—30p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, *Community Colleges, Enrollment Trends, Grade Point Average, Open Enrollment, Remedial Mathematics, *Remedial Programs, Remedial Reading, *Student Placement, Two Year Colleges, *Two Year College Students

The class entering Bronx Community College in September 1980 is described in this report in terms of high school averages (general, English, and mathematics); placement into remedial or pre-college level English, reading, and mathematics courses; and subsequent enrollment in these courses. The data, compared on a series of tables with findings from similar studies conducted annually since 1972, indicate that while 62% of the entering students were placed in remedial English or reading courses, 70% of the students actually enrolled in the courses. Conversely, while 71% of the students were placed in remedial mathematics courses, only 55% of the students actually enrolled in the classes. Of the 1,283 known high school averages, 31% fell below .70 and 14% fell below .65. Since the discontinuation of open admissions policies and the implementation of progress standards in 1976-77, the proportion of severely underprepared students (those with a high school average below .70) declined significantly in English and general academic achievement, but not in the areas of mathematics and foreign languages. The number of students taking college-level courses, rather than required remedial courses, increased steadily from 1977 to 1980. Each of the data tables contained in the study report provide a breakdown by 14 curricular areas. (JP)

ED 192 858 JC 800 557

*Hamberg, Ron L.***Institutional Research as an Active Agent in Community College Policy Making & Planning. AIDP Consortium, Vol. IV, No. 4.**

Seattle Community Coll., Washington.

Spons Agency—Advanced Institutional Development Program Two-Year College Consortium; Central YMCA Community Coll., Chicago, Ill.; McManis Associates, Inc., Washington, D.C.

Pub Date—[78]

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Administrative Organization, *Administrator Responsibility, *Administrator Role, Budgeting, *College Administration, Community Colleges, Cost Effectiveness, Decision Making, Information Needs, Information Utilization, *Institutional Research, Policy Formation, Research Directors, Self Evaluation (Groups), Two Year Colleges

While rapid shifts in the composition of student populations and increased governmental demands for accountability have underscored the importance of institutional research (IR) in community college management, most administrative literature still conceptualizes IR as a cybernetic, neutral, data collection function initiated in response to the decision-making process. Yet if IR professionals are to contribute effectively to the college, they should be free to suggest the administrative implications of research data and to participate in the policy-making process. While the IR office should leave policy implementation to others in order to avoid conflict of interest with its function as a policy evaluator, the office should be placed in the administration under the president's office and charged with initiating research and evaluation activities, planning institutional mission and goals development, and conducting cost-benefit and market analyses. IR practitioners should be trained in educational research techniques and they must be able to work closely with other members of the administration, serve as a linkage between the college and external information sources, and cooperate with the business office in establishing performance criteria for goal-related budgeting. Only through this active role will IR offices prove their cost effectiveness and their value to the institution. (JP)

ED 192 859 JC 800 560

*Banerdt, Jack***Needs Assessment for a Labor Studies Program in Cooperation with Gateway Technical Institute and University of Wisconsin Parksides.**

Gateway Technical Inst., Kenosha, Wis.

Pub Date—1 Oct 80

Note—20p.; Appendixes C and D contain copy-righted material and are therefore not available

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advisory Committees, Courses, *Educational Demand, *Labor Education, *Needs Assessment, Nonschool Educational Programs, Postsecondary Education, Questionnaires, Surveys, Technical Institutes, Two Year Colleges, *Unions, Universities

A survey of the leaders of the 124 union locals in southeastern Wisconsin was conducted by Gateway Technical Institute and the University of Wisconsin, Parksides, to identify the need for a structured, associate degree program in Labor Studies. The survey instrument solicited information on membership size, the practice of hiring an educational director, the types of educational programs that union members participate in, the willingness of local officials to serve on an advisory committee for the Labor Studies program, and the level of interest in such a program and in 17 Labor Studies topics. Major findings, based on a 50% response rate, indicate that while most locals, regardless of size, hire educational directors, membership participation in educational programs is more pronounced in larger unions. The School of Workers program was the most popular educational activity, followed by international and national education programs, and college courses. Only 14 of the respondents indicated that a member of their local would not serve on a college advisory committee, and 39 indicated that the Labor Studies program would be beneficial to the community. The educational topic generating the highest interest was leadership skills, followed by labor law, interpretation of labor agreements, administration, and collective bargaining. (Data tables and the questionnaire are provided.) (JP)

ED 192 860 JC 800 562

An Occupational Interest Survey for Hospitality Management Positions.

Johnson County Community Coll., Overland Park, Kans.

Spons Agency—National Food Brokers Assoc., Washington, D.C.

Pub Date—Jun 80

Note—26p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Community Colleges, Females, *Food Service Occupations, Males, *Managerial Occupations, Questionnaires, School Surveys, *Student Attitudes, Two Year Colleges, *Two Year College Students, *Vocational Interests

Identifiers—*Hospitality Occupations

As part of a study sponsored by the National Food Brokers Association, a survey of Johnson County Community College (JCCC) students was conducted to determine their perceptions of hospitality management and the factors that might deter them from choosing careers in that field. The survey instrument, distributed in the college commons by members of JCCC's hospitality management program, asked students to rate the desirability of 31 management occupations in terms of working conditions, hours, pay, and interest level. The list included 14 hospitality occupations and 17 other management positions requiring two years of college or less. Additional questions focused on students' characteristics and experiences in the food service industry and asked which criteria were important in choosing a career. Selected findings, based on 139 completed questionnaires, indicated that 22% of the respondents were currently working in the food service industry, and that 56% of the women and 74% of the men had worked in this area at one time. Most respondents described their experiences negatively, and only 25% said they would consider a career in food service. Similarly, the students rated hospitality jobs relatively low, with the exception of "glamour" jobs, such as resort or country club management. Pay and interest were considered the most important factors in career selection. (JP)

ED 192 861 JC 800 563

Assessment of the Communications I Career Decision Making Course.

Johnson County Community Coll., Overland Park, Kans.

Pub Date—Jun 80

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Exploration, Community Colleges, *Course Evaluation, *Outcomes of Education, Pilot Projects, *Self Evaluation (Individuals), Two Year Colleges, Two Year College Students, Values, Vocational Maturity, Withdrawal (Education), *Writing (Composition)

In order to provide entry-level students with an opportunity to explore career interests while receiving college credit, Johnson County Community College implemented a pilot course in Fall 1979 incorporating an emphasis on career decision-making in an English composition course. The course, which had an enrollment of 49 students in two sections, was subjected to a three-part evaluation involving: (1) student self-assessments conducted at the beginning and end of the course to determine life values, goals, motivations for working, and reasons for attending college; (2) student evaluations of the course itself; and (3) a comparison of the withdrawal rates of students in the special sections with the withdrawal rates of students in composition courses without the decision-making component. Findings of the self-assessment indicate that after taking the course, students were more specific about their career goals and were more aware of values and events affecting career decisions, personal skills that could be used in an occupation, and sources of career information. While the vast majority of the students (95%) gave the course an overall rating of 5 out of a possible 7, the attrition rate for the combined sections was comparable to that of the college as a whole. The study report examines findings for each of the two sections. (JP)

ED 192 862 JC 800 568

*Brauer, Florence B., Ed.***The Humanities and Sciences in Two-Year Colleges.**

Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—80

Contract—400-78-0038

Note—133p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Curriculum, *College Faculty, Curriculum Research, Educational Media, *Humanities, Intellectual Disciplines, Liberal Arts, Mathematics, National Surveys, *Sciences, Social Sciences, Teacher Attitudes, Teacher Characteristics, *Teaching Methods, *Two Year Colleges

Based on research conducted by the Center for the Study of Community Colleges between 1975 and 1980, this monograph presents 11 articles on the role of humanities and sciences at two-year colleges. In the first three articles, Miriam Beckwith compares data on humanities faculty in Washington State with nationwide information; Joseph Marks correlates institutional variables, such as enrollment and finance, with the humanities' deteriorating position at two-year colleges; and William Clark compares the degree attainment and teaching experience of literature instructors with other humanities instructors. The next three articles deal with science instruction. Curtis Cox compares general education natural science courses with courses designed for science majors. Darrell Clowes examines the two-year college science curriculum, its functions, and the courses designed to serve these functions. Thomas Doe discusses the instructional materials and practices used in mathematics courses. The final articles deal with liberal arts in general: Veloris Hallberg compares instructor goals and student evaluations among disciplines; Yukie Tokuyama reviews the instructional practices of humanities and social science faculty; Rose-Lise Obetz examines the use of instructional media in liberal arts; Kenneth Green focuses on faculty hold-

ing doctoral degrees; and Callie Bowles examines instructional differences in the sciences and humanities. (JP)

PS

ED 192 863 PS 011 245

Allen, K. Eileen. *And Others*

Early Math Experiences and the Facilitative

Adult.

Pub Date—Nov 79

Note—33p.; Best available copy. Papers presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Day Care, Discovery Learning, *Educational Games, Guidelines, *Learning Readiness, *Mathematics Curriculum, *Mathematics Instruction, Preschool Education, *Young Children

Identifiers—Cuisenaire Rods

These three colloquium papers focus on math readiness and the young child, the use of games in teaching basic math skills, and the teaching of math concepts through informal day care activities. The first paper discusses notions about math readiness. It points out that mental age has little to do with readiness to learn basic concept skills and that it is now widely accepted that infants as young as 6 to 8 months of age recognize and operate on basic math principles. Educators in the Froebel tradition recognized this fact and incorporated two of Froebel's basic tenets as the foundation of discovery learning activities. These tenets state that: (1) young children learn best through play, where motivation is high and curiosity prevails, and (2) young children need a predominance of first-hand experiences with concrete, three dimensional materials which allow them to explore, experiment and transform materials. The second paper gives guidelines for the selection and use of games involving basic math skills for young children, and explains procedures of adding, subtracting, multiplying and dividing with Cuisenaire rods. The third paper describes the background, classroom structure, and classroom activities of the Hilltop Child Development Center at the University of Kansas. Math concepts introduced to various age groups at the center are also discussed. (Author/SS)

ED 192 864 PS 011 281

Steinberg, Laurence D.

Understanding Families with Young Adolescents.

North Carolina Univ., Chapel Hill.

Pub Date—80

Note—38p.

Available from—Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, NC 27510 (\$2.50; bulk rates available for orders of 10 or more copies)

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescent Development, *Adolescents, *Family Problems, *Family Relationship, *Middle Aged Adults, *Psychological Patterns

Identifiers—Life Cycles

Changes in family relations that result from concurrent life-cycle changes of middle-aged parents and their adolescent offspring are discussed in this pamphlet. A perspective on the young adolescent's family is offered that conceptualizes the family as both systemic and developmental. Key changes in adolescence and mid-life are outlined and these are discussed in terms of disequilibria that may occur if the family system fails to alter in line with these changes. Problems occur in this period of disequilibrium if a family is unable or reluctant to modify patterns of interaction. For example, some parents insist on adhering to the child-rearing practices that served them well when their children were younger. Problems may also occur if a family becomes trapped in a phase of disequilibrium and is unable to move on. A short bibliographic essay on other writings on adolescence and mid-life is included in the pamphlet. (Author/SS)

ED 192 865

Edelman, Peter B.

Address by Peter B. Edelman, Attorney, Keynoting "Mini-Conference" on Youth (National Conference on Social Welfare, Philadelphia, Pennsylvania, May 14, 1979).

North Carolina Univ., Chapel Hill.

Pub Date—14 May 79

Note—15p.

Pub Type—Opinion Papers (120) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, Delinquency, *National Programs, *Social Services, Social Workers, Vocational Adjustment, Youth, *Youth Agencies, *Youth Employment, *Youth Problems, Youth Programs

The present definition of social services for young people should be extended beyond the provision of counseling and therapy to include the provision of help for those who do not have psychological problems. For example, the role of probation officers should include helping probationers find a job and keep it, return to school, or obtain other needed services. It is a fact, however, that the dominant form of social services to youth is counseling. Such an emphasis seems misplaced when the single greatest need of millions of young people is in the area of employment. In this respect, the work experiences created for teenagers should be evaluated to see if they provide worthwhile experiences and the educational needs of these young people should be reviewed with renewed care. Many youth will need job readiness preparation in addition to skills and extensive support services while on a job, whether the job is subsidized or not. Additional problems demanding discussion are the role of social services in relation to the schools; the system of income maintenance and welfare assistance; juvenile justice policy; services to troubled youth at the community level; and federal foster care policy. (Author/SS)

ED 192 866 PS 011 284

Ladd, Florence C.

Teenagers in Public and Private Places.

Pub Date—Feb 78

Note—13p.; Paper presented at the Andover Symposium on Learning in Adolescence, (Andover, MA, February 15-18, 1978).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Community Characteristics, Community Resources, Improvement, *Leisure Time, *Recreation, *Social Behavior

In this paper the physical characteristics of community sites that are common gathering places for adolescents are described and recommendations are given for improving their use. It is suggested that there are some common factors in the society and in the organization of many towns and cities in the United States that contribute to the appearance of a nationwide pattern in young people's choices and uses of public spaces in their leisure time. This pattern of choices includes places such as the street corner and corner store, the shopping center and shopping mall, the school yard and playgrounds, the libraries, museums and galleries, the streets and plazas, parks, old city streets and neighborhoods, new housing developments, automobiles and parking lots, and private places or public places out of public view. Comments on the advantages and disadvantages of each of these settings for the social use of teenagers are presented. (Author/SS)

ED 192 867 PS 011 518

Ostrega, Mary Anne

Guidelines for Medical Play.

Pub Date—80

Note—28p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Childhood Needs, *Coping, *Counseling Techniques, Guidelines, *Hospitalized Children, Medical Services, *Pre-tend Play, Prevention, *Teaching Methods

Identifiers—Medical Play

Medical play can be used as a tool to aid children in coping with stress related to hospitalization, surgery, medical care, and illness. Providing children with adequate guidance and appropriate supplies necessary for medical play, prepares children for medical experiences by enabling them to express their thoughts and feelings. Before attempting to involve a child in medical play the clinician must develop a sensitive, trusting relationship with the

child and be aware of the child's individual needs, previous medical experiences, developmental stage, and treatment regime. When planning to use medical play to achieve a desired goal the clinician should choose the miniature hospital furniture, dolls, puppets, and medical supplies that can best facilitate the child's play. Once a child's medical experiences have been adequately worked through, the child will enjoy playing out other life experiences and will learn to adapt to the surrounding adult world. (Author/MP)

ED 192 868 PS 011 533

The Children of the State III.

New York State Temporary Commission on Child Welfare, Albany.

Pub Date—Mar 80

Note—110p.; For related documents, see ED 156 316 and ED 156 330.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adoption, Alcoholism, Annual Reports, Child Abuse, *Child Welfare, *Civil Liberties, Foster Homes, Legal Aid, Planning Commissions, *State Legislation, *Welfare Services

Identifiers—New York

This third annual report of The Temporary State Commission on Child Welfare deals with the origin, development and rationale of the provisions of the Child Welfare Reform Act of 1979 (chapters 610 and 611). The Child Welfare Reform Act addresses itself primarily to three discrete program areas which operationally are intended to alter radically the substance and direction of child welfare policies and administration in New York State. The three areas referred to above include the following: a series of fiscal incentives designed to encourage the provision of preventive and adoption services; a series of fiscal disincentives and accountability measures designed to discourage the failure to provide necessary preventive, adoption and foster care services; and a variety of requirements intended to ensure that the provisions of the Act are implemented in an appropriate way. In addition, the report deals with the Commission's current investigations in the fields of child abuse and alcoholism and also with the activities of the Subcommittee on Juvenile Justice. The text of the Act and other related legislation are provided in the appendix. (Author/MP)

ED 192 869 PS 011 539

Richardson, Mary Sue Kagan, Lillian

Social Support and the Transition to Parenthood.

Pub Date—Sep 79

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change, Emotional Experience, *Family Relationship, *Human Relations, Interpersonal Relationship, Interviews, *Parents, *Peer Relationship, Questionnaires, *Social Environment, *Social Influences, Stress Variables

Identifiers—*Social Networks

This exploratory study investigates social support systems available to and utilized by new parents and indicates those aspects of the systems that are most helpful to them. Forty intact couples whose first child was between the ages of 3 and 7 months constituted the final sample of this study. The mean age of mothers and fathers was 30.70 and 33.21, respectively. Data collection involved a personal interview with the mother and questionnaires for both parents. Interviews were focused on five relationships in the mothers' lives: those with old friends, other new mothers, her own parents, her husband's parents and her husband. Questionnaires provided demographic, social system and support functions data, as well as information on the degree of satisfaction with and change desired in social networks. Additional questions provided information concerning positive affect, anxiety, depression, somatic complaints, and feelings of inadequacy. In all but one case, preliminary results indicated that new parent's lives are better (in terms of greater network satisfaction, higher levels of positive affect and less symptomatology, higher self-rated role performance, and satisfaction) when networks are larger, offer more sources of support, include more individuals in the relationship categories and, for mothers, when their network change scores are positive. (Author/RH)

ED 192 870 PS 011 565

Hewes, Dorothy Hartman, Barbara

Early Childhood Education: A Workbook for Administrators.

Pub Date—79

Note—159p.

Available from—R & E Research Associates, 936 Industrial Avenue, Palo Alto, CA 94303 (\$7.00, plus \$1.00 shipping)

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Administrator Role, *Child Development Centers, *Early Childhood Education, *Educational Administration, *Program Development, *Program Evaluation, School Administration

Business management theory and principles as applied to the administration of early childhood programs are presented in this workbook. Following a brief survey of the historical background of early childhood education and current early childhood programs, information and guidance to help plan, operate, and evaluate program facilities are provided. The duties of the program director are outlined and discussed in terms of the following: (1) the planning of the early childhood center (setting goals and standards, planning the learning environment, instituting and maintaining governing and operating policies, and formulating criteria for staff selection); (2) the operating of the center (including the budget and first aid systems, food service, public relations and leadership, and selecting and working with staff and families); and (3) the evaluating of the center. Suggestions for further reading are provided for each topic. (Author/SS)

ED 192 871 PS 011 594

Moore, John C., Jr.

Parent Choice of Day Care Services: A Statistical Study of the Amount and Type of Care Used.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date—Jul 80

Note—15p.; Based on the author's Ph.D. Dissertation, Catholic University of America, 1980.

Available from—Publications Office, Day Care Council of America, Inc., 711 14th Street, N.W., Washington, DC 20005 (\$6.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Costs, *Day Care, Family Characteristics, Family Financial Resources, *Family Income, Family Structure, *Parents, School Location, *Selection, Socioeconomic Status, *Values

Selected findings and policy implications from a statistical study of the amount and type of day care used by a national sample of parents are presented in this paper. For the analysis of hours used, the sample consisted of families (n=2,149) reporting use of at least one hour of care per week for whom complete data sets were available. For analysis of main method chosen, the sample was restricted to families (n=737) with at least one child in the 2 to 6 year age range, whose main method of care was being used at least 10 hours per week. Using multiple regression and discriminant function as the principal statistical methods to examine the relationship between use of day care and family characteristics, the following results were obtained. (1) No relationship was found between the family's annual income and the amount of care used (the family's choice of main method of care was found to be more related to values than to economics). (2) In choosing among types of home care, parents placed more emphasis on who provides the care than on the location of the home care. (3) In terms of the relationship between household structure and use of child care, there was no direct relationship between being married and amount of care used. (4) Age of the family's youngest child was related to hours of care used only when employment status was taken into account. (5) Cost of care was found to be highly related to both amount and type of care chosen. It was concluded that child care is an important service in the supporting of family functioning and that parent decision making on the amount and type of care used is a complex matter, subject to a range of household and individual characteristics. (Author/MP)

ED 192 872 PS 011 601

Newman, Barbara M. Newman, Philip R.

The Child and the Community: A Developmental Perspective.

Pub Date—Jul 80

Note—14p.; Paper presented at the World Assembly of the World Organization for Preschool Education (OMPE), (16th, Quebec City, Quebec, Canada, July 28-August 2, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Children, *Community Characteristics, Community Involvement, *Community Responsibility, *Concept Formation, *Neighborhoods, Social Development

Three dimensions of the relationship between children and their communities that have been identified are (1) children's sense of community as it develops from infancy through middle childhood, (2) characteristics of a competent community, and (3) the interaction between children's developmental growth and community resources. Children's sense of community changes as children increase their mobility, their independence and take on responsibility. Their understanding broadens to include a sense of boundaries, distance, and location, as well as spatial relationships of resources and organizations, demographic characteristics and group identity. Competent communities are characterized as those that accurately identify the needs of their citizenry and recognize the importance of the experience of mastery and effectiveness for their citizens. Competent communities can be identified by their efforts in three areas: health and safety, responsiveness, and the enhancement of human potential. Involvement in and use of the environment depends on one's conceptualization of self within the context of the community. The more one understands one's own talents, aspirations, and motives, the more one seeks resources in the community to enhance or complement those elements of personality. In the adult stage of generativity, ideas about one's own needs and goals converge with one's understanding of the social community and interact to guide actions taken on behalf of future generations. (Author/SS)

ED 192 873 PS 011 620

Moore, Raymond S.

America's Greatest Educational System.

Pub Date—[79]

Note—26p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, *Educational Environment, *Educational Quality, *Educational Responsibility, Educational Strategies, *Family Influence, *Parent Responsibility, *Public Schools

Identifiers—*Home Schools

Homes should be our nation's primary education delivery system, but Americans are surrendering family education rights to vested interests and the state. Why? Social pressure, educational myths about children's achievement and sociability, and state laws that take authority over children away from parents but leave them accountable for their children's behavior are three reasons why. American parents believe the institutionalization of their children is right because that is what almost everybody is doing. There is no doubt that the academic achievement and sociability of children declines when they leave home to attend school. Somehow parents have been led to believe that teaching ability comes only with a teaching certificate. As a consequence parents have developed an overwhelming inferiority complex as teachers, when in fact even an ordinary home is a better educational nest than the best institution. Although across America, parents in several states are being charged with criminal neglect when they attempt to educate their children at home, perhaps a quarter to half a million American children are now being educated in home schools and the number is increasing rapidly. By way of conclusion, this discussion provides seven reasons for the growth in home schools and offers fifteen recommendations for effective home school programs. (Author/RH)

ED 192 874 PS 011 633

Perney, Lawrence And Others

Cooperative Inquiry: A Teacher-Based Approach to Upgrading Skills for Urban Kindergarten Children.

Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.

Pub Date—Jun 75

Note—74p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, Educational Responsibility, *Group Discussion, *Inservice Teacher Education, Instructional Improvement, Kindergarten Children, *Preschool Teachers, Primary Education, *Program Effectiveness, Program Evaluation, *Teacher Improvement, Teacher Response, Urban Education Identifiers—*Cleveland Public Schools OH

This monograph describes a year-long, retraining program for East Cleveland kindergarten teachers that was based on teacher involvement in group discussions and curriculum improvement activities. The program was developed in order to provide, with no additional funds, an education to inner-city children that compared favorably with the education received by suburban children. Theories and studies relevant to early childhood learning are reviewed in Chapter One in order to emphasize the importance of early educational intervention in children's formative years. Background information, and demographic and school achievement data that represent East Cleveland as a typical urban school system are provided in Chapter Two. Chapter Three describes how teacher retraining was accomplished through group discussions and curriculum design activities. Positive outcomes of the group discussions for teaching practice, such as improved self-esteem among teachers, are indicated. Chapter Four reports project evaluation efforts and data. Among the results it was revealed that the number of students who failed to achieve the minimum level for school readiness was greatly reduced and the performance levels of the inner-city, predominately black children substantially increased. In conclusion, Chapter Five briefly places the program in the broader perspective of educational problems that remain unsolved and emphasizes the potential of teachers for improving student outcomes. (Author/RH)

ED 192 875 PS 011 641

Crone, Catherine D., Comp. Hunter, Carman St. John, Comp.

From the Field: Tested Participatory Activities for Trainers.

World Education, Inc., New York, N.Y.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—ISBN-0-914262-19-X

Pub Date—80

Note—147p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Learning, Field Instruction, *Group Activities, *Group Dynamics, *Learning Activities, Trainers, *Training Methods

This resource manual provides learning activities for trainers who are trying to help others work effectively with adult learners. The activities emphasize mutual learning rather than teaching. These activities are grouped under five major categories: Becoming a Learning Group, Discovering Needs, Choosing and Using Methods and Materials, Evaluating Impact and Results, and Planning and Field-Testing Participatory Learning Activities. These activities can be used to explore participants' expectations, to increase cooperation and trust, to help the participants define needs and needs assessment, to encourage adults to take an active part in their own learning by adapting techniques and materials to their own purposes, to assess learning activities in terms of how well they fulfill learners' objectives, and to plan practice sessions to give feedback to trainees. The activities have all been used in field situations by World Education trainers or consultants. At the beginning of each exercise the particular occasion and the reason for use of the specific activity are described. (Author/SS)

ED 192 876

PS 011 642

Hilliard, Asa G., III Windsor, Karen

I'm Back!!! Children's Social Behavior: Assessment Considerations and Criteria. (Head Start Profiles of Program Effects on Children).

Spons Agency—Mediex Associates, Inc., Westport, Conn.

Pub Date—Sep 78

Note—22p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Objectives, Check Lists, Classification, *Educational Assessment, *Evaluation Criteria, *Interpersonal Competence, *Social Behavior, Social Development, Student Evaluation, Young Children
Identifiers—Project Head Start

This document presents the results of observations, interviews, and a review of the literature on assessment of children's social behavior. Categories of types of social behavior which can be observed easily and which seem to hold importance for most child care staff were selected. These categories are conversation, acquisition, social information, monitoring the environment, participation in activities, imitation of others, creative behaviors, expression of feelings, behaviors expressing self-concept, behaviors indicating security, changes in the child's own norm of social behavior, the teacher's feeling of how the child responds to him or her, peer teaching behaviors, ability to change the rules of a group, and adaptive behaviors. It is stressed that observations and assessments should be theory-guided. It is assumed that behavioral and pedagogical theory is always operative in selecting assessment categories, and that this theory must be made as explicit as possible. Implications of these observations and categories for the assessment of social competence, aspects of the evaluation process, and principles for implementing evaluation design are also discussed. (Author/SS)

ED 192 877

PS 011 643

Schieser, Hans A.

Socialization of Young Children: Successful Principles and Models.

Pub Date—80

Note—49p.; Paper presented at the World Assembly of the World Organization for Preschool Education (OMEP), (16th, Quebec City, Quebec, Canada, July 28-August 2, 1980).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Early Childhood Education, Educational Principles, Educational Theories, *Emotional Experience, *Learning Experience, *Models, *Socialization, Teacher Role, *Young Children

Identifiers—*Consciousness

This discussion focuses on several principles and models of early childhood education which have been used to improve children's ability to live and work with others. Modern problems of socialization in early childhood are discussed in terms of the generation gap in industrial societies, the development of the "private" family with minimal neighborhood contacts, children's learning modalities, situational determinants of learning as well as the limitations of stimulus response and modeling theories of behavior and development. Human consciousness is discussed in terms of intentionality, self-awareness and motive-based developmental phases that begin with children's self-centered gratification of needs and progress to their awareness of problems. These discussions are linked by an emphasis on the importance of children's emotional experience for their social development. A match between the child's ability and need to love and a lovable outside world of experience is what is wanted but which, in educational practice, is frequently found wanting. The teacher's basic task is to provide the space, time, materials, and the careful, loving presence that lend themselves to positive encounters. The fact that, across history, some educators have been aware of these needs of children is seen in the works of Plato, Pestalozzi, Steiner, Montessori and Gmeiner, whose educational ideas and programs are discussed in this paper as successful models of early childhood education. (Author/RH)

ED 192 878

PS 011 661

Corrie, Malcolm

Space for Learning: Teaching and Learning in Some Scottish Open-Plan Primary Schools.

Scottish Council for Research in Education.

Pub Date—74

Note—63p.

Available from—Scottish Council for Research in Education, 16 Moray Place, Edinburgh, EH3 6DR Scotland (no price quoted)

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Building Conversion, *Design, Elementary Education, *Facility Planning, Foreign Countries, *Interior Space, *Open Plan Schools, *Space Utilization, Spatial Relationship (Facilities)

Identifiers—*Scotland

The aim of this booklet is to stimulate informed discussion about the development of open-plan primary schools in Scotland. Background information is provided that focuses on the development of the design and construction of an early (1969) open-plan facility — the Kirkhill Primary School in Broxburn. How education authorities learned from their implementation of open-plan designs is indicated in discussions of Milltimber School in Aberdeenshire and other open-plan schools. Descriptions of three primary schools that vary in their design and internal organization (the Dean Park School in Balerno, Milltimber in Aberdeenshire, and Trinity in Hawick) are provided. Milltimber and Dean Park are both modern open-plan primary schools that were built to purpose. Trinity School, built in 1934, is a structure that now has a redesigned and radically altered interior. Teachers' accounts of their experiences in the buildings are included in the discussion. The author emphasizes that the booklet is not intended to be a formal research report. (Author/RH)

ED 192 879

PS 011 662

Conrad, Debbie

Administering the Admission and Grouping Policies of the Preschool.

Debcen, Inc., Bloomington, Ind.

Pub Date—79

Note—19p.

Available from—Debcen, Incorporated, 4503 North Northwoods Lane, Bloomington, IN 47401 (Cassette tape, \$10.00)

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, *Admission Criteria, Age Groups, *Day Care, Disabilities, Grouping (Instructional Purposes), *Heterogeneous Grouping, *Homogeneous Grouping, Preschool Education, *Selective Admission

Factors used in selecting children for admission to preschool programs and factors that determine the way children are grouped within preschool programs are discussed. Factors that affect the composition and number of children admitted to a program are said to include funds, number of staff available, size of facility, current legislation and regulations about facilities, characteristics of children (such as age, handicaps, or success in toilet training), characteristics of parents (such as economic status or willingness to participate in the preschool program), priorities given to siblings, race, language, abilities and/or limitations of the staff or facilities. It is suggested that once children are admitted, considerations for grouping should depend on how to make best use of staff in meeting the individual needs of children in their growth and development. The two most familiar grouping patterns, mixed-age and same-age groupings, are described. Three advantages of the mixed-age pattern ("family grouping") are cited: (1) younger children show greater progress than in same-age groupings, (2) children can follow their own interests, and (3) teaching is continuous from year to year because the population tends to remain constant. Disadvantages of same-age grouping are noted. Other grouping patterns include developmental grouping based on ability level, grouping based on sex, grouping based on self-selection of the child, and grouping based on socioeconomic differences or disabilities. (SS)

ED 192 880

PS 011 663

Haiman, Peter E. And Others

Erie, Pennsylvania Basic Educational Skills Project Program Description.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date—80

Contract—105-79-1033

Note—71p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, *Curriculum Development, *Educational Innovation, Elementary Education, Needs Assessment, Parent Participation, Program Descriptions, *Program Development, *Program Improvement

Identifiers—*Pennsylvania (Erie)

This description of the Erie Basic Educational Skills (BES) Program provides examples of the achievements made by the Erie Public Schools and Head Start toward BES and Responsive Educational Program goals. Staff positions, staff responsibilities, the curriculum, and programs initiated and carried out in the Erie Public Schools are described. The following programs have been initiated: (1) publication of a Basic Skills Curriculum Guide (BSCG) for use by teachers of reading, English, and mathematics; (2) participation of school teachers in a project designed to identify and incorporate into the curriculum basic life skills that today's students would need to live successfully in tomorrow's world; (3) provision of a workshop for teachers at feeder elementary schools focusing on how teachers could help students develop positive learning attitudes outlined in the BES guidelines; (4) development by teachers and principals of a "School Action Plan" intended to encourage school staff to identify areas of focus or emphasis for school activities; and (5) involvement of parents and community leaders in drafting recommendations for development of the BSCG. Additional topics covered in the program description include textbooks, organization and behavior regarding use of the BSCG, and needs assessment of parent involvement and teacher training. (Author/SS)

ED 192 881

PS 011 664

Spillman, Carolyn V. And Others

Development of a Readiness Evaluation Procedure for Early Admissions to Kindergarten.

Florida Educational Research and Development Council, Inc., Ft. Myers.

Pub Date—80

Note—36p.

Available from—FERDC, 2266 Second Street, Ft. Myers, FL 33901 (\$2.00, 10% discount on orders of 5 or more; orders under \$20.00 must be accompanied by check or money order)

Journal Cit—Florida Educational Research and Development Council Research Bulletin: v14 n1 Sum 1980

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055) — Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Admission Criteria, *Compliance (Legal), *Early Admission, *Evaluation Methods, Guidelines, *Kindergarten

Identifiers—*Florida

This research bulletin provides criteria and procedures for determining the readiness of children to enter kindergarten early. The first section of the bulletin reviews the results of a literature search conducted to delineate areas of development from which admissions criteria should be defined. The review of the literature disclosed the following areas for developing early admission criteria: chronological age, social-emotional, physical and conceptual development, and language skills. The second section delineates a readiness evaluation procedure. Related materials, such as sample letters to parents and guidelines for parent teacher conferences, are appended. (Author/RH)

ED 192 882

PS 011 679

Flardy, Dale R.

An Early Childhood Educator's Guide to Prosocial Development.

Pub Date—Aug 80

Note—23p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Standards, *Classroom Techniques, Cooperation, Discipline, Early Childhood Education, Group Activities, *Modeling (Psychology), *Peer Teaching, *Positive Reinforcement, *Prosocial Behavior, Research, *Role Playing, Young Children

This paper reviews research findings that are related to fostering prosocial behavior in the early childhood and elementary classroom. A collection of "experimental best bets" for increasing prosocial behavior in young children is outlined. This collection covers the role of reinforcement and modeling or imitation, the importance of group norms, use of role playing experiences, peer teaching, cooperative group activities, and the influence of child-rearing and discipline techniques. In addition, a short review of the history of research on prosocial behavior is given. Research has demonstrated that the frequency of prosocial behavior is situationally determined and is not a consistent trait of individuals. Also, prosocial behavior is only moderately related to moral behavior, empathy and cooperation. However, the child who is frequently prosocial is seldom likely to be aggressive. The relations between prosocial behavior and sex differences, age differences, birth order and family size are also mentioned. Factors which have been found to increase the incidence of prosocial behavior in children are positive reinforcement, nurturant models, moralizing or preaching by powerful figures, role-playing experience, assignment of responsibility for the welfare of others, cooperative group activities, and use of induction disciplinary techniques. (Author/SS)

ED 192 883

PS 011 695

*Espinosa, Renato And Others***Family and Community Studies Project. Final Report.**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Grant—OB-NIE-G-78-0108

Note—373p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Adults, Case Studies, Field Studies, Intervention, *Mothers, *Outcomes of Education, *Parent Attitudes, *Parent Background, *Parent Education, Program Effectiveness, Research Methodology

This final report of the Family and Community Studies Project (part of the Southwest Educational Development Laboratory) presents an investigation of the impact of three types of parent education programs on the participant families. The study examines the underlying change philosophy of each program and the changes that families participating in the programs are undergoing. Three processes of change were proposed as a focus of study: cultural elaboration, cultural reorientation, and cultural reinforcement. Case studies were done of actual programs that exemplified these three processes. Researchers obtained data through participant-observation and interviewing methods. Conclusions about impact were based on self-reported statements by participants concerning changes in their ideas or behaviors, and on analyses conducted by researchers concerning the match and mismatch between changes intended by programs and changes that parents reported. Each case study discusses: (1) the history, community context, setting, goals, organization, recruitment procedures, and curriculum of each program; (2) the lives of the parents who participate in the program; (3) a summary of the participants' evaluations and conclusions about the impact of the program; and (4) generalizations about the program and its participants as instances of the models of cultural change proposed. In addition, field work at a school-community liaison program is described in the Appendices. (Author/SS)

ED 192 884

PS 011 697

*Evans, Joyce Stewart, Patricia***Toys: More Than Trifles for Play. A Review of the Toy Industry, Educational Claims, Safety Standards and Precautions, Toy Selection and Toy Libraries.**

Southwest Educational Development Lab., Austin, Tex.

Pub Date—Mar 80

Note—83p.

Pub Type—Information Analyses (070) — Opinion

Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Childrens Games, Consumer Protection, *Educational Games, Evaluation Criteria, *Legislation, Libraries, *Research, *Safety, *Toys

Identifiers—Toy Industry, Toy Lending Libraries

This document reviews literature that is relevant to the evaluation and selection of educational toys. Information is summarized under the following topics: (1) the value of toys and manufacturers' claims; (2) basics of the toy industry; (3) toy hazards and accidents; (4) guidelines for toy selection; (5) toy safety legislation and protection; and (6) toy libraries. Information from the areas of education and psychology, business and marketing, consumer protection agencies and toy safety indicate that the toy industry has done little to develop methods for testing the educational value and safety of toys, but has relied instead on the opinions of professionals. A basic condition of the toy industry is extreme competitiveness. Consumer criticism is strong and has spurred the growth of toys marketed as safe and educational. Toy endorsements and labels which say "tested by research" are often misleading standards of toy safety. Statistics show that child injuries from toys are related to features such as the actions of the toys, damaged toys, and packaging. Toys which are inappropriate to the age and abilities of the child are also a major cause of injuries to young children. This factor should be taken into consideration in toy selection. Other criteria of toy safety and precautions are summarized and insights are offered about toy safety through analysis of toy safety legislation. Guidance in toy selection is also available through toy libraries. The operation, aims, resources, and potential uses of these are described. (Author/SS)

ED 192 885

PS 011 705

*Kischke, Martina I.***Education and Science. Special Topic: The First Steps Towards Independence.**

Pub Date—Feb 80

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childhood Needs, *Child Rearing, Child Welfare, Costs, Foreign Countries, Foster Family, *Kindergarten, Mainstreaming, Models, *Parent Education, *Preschool Education

Identifiers—Creches, *Germany

In 11 brief sections this document overviews provisions for preschool education in the Federal Republic of Germany. Topics discussed include the needs of young children; education from birth to 3 years and from 3 to 6 years of age; and the history of kindergartens. Problems of child-rearing and programs for parent education, as well as creches, child care services, foster families, kindergartens, mainstreamed kindergartens, costs to parents, and educational movements are discussed. Several models for early education thought to be worthy of consideration and emulation are described to illustrate efforts made by educators and politicians in Germany to improve preschool education and child-rearing practices. Kinderhauses and kindergarten programs designed to equip children to act independently in normal everyday situations and to think competently are among the models described. (Author/RH)

ED 192 886

PS 011 706

*Conrod, Debbie***Administering the Preschool Facility.**

Debon, Inc., Bloomington, Ind.

Pub Date—[78]

Note—25p.

Available from—Debon, Inc., 4503 North Northwoods Lane, Bloomington, IN 47401 (Audio cassette tape, \$10.00)

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Environment, *Educational Equipment, *Educational Facilities Design, *Educational Facilities Planning, Guidelines, Preschool Education, *Site Selection, *Specifications

Securing the right environment for a preschool program requires planning and research. Administrators or searching parties are advised to study zoning codes to become acquainted with state sanitation and safety regulations and laws, to involve teachers in cooperative planning, to design facilities which discourage vandalism, facilitate mainstreaming, and promote sanitation, learning

and enjoyment, and to understand the extent of the operator's legal responsibilities. Planners must also consider the outside play area. Adequate play space, safe driveways and parking spaces, additional space for expansion of services, outdoor storage areas, fencing, and windside protection should be taken into account. Buildings should be evaluated in terms of areas available for wet and dry areas, adequate heat and lighting, permanent and moveable stations, and space for quiet and noisy activities. Additionally, characteristics and needs of children, the limits that the building places on children's behavior, and the relationship of activities to the building as a whole must be considered. While the building should be energy-efficient, solar heating may not be cost-effective. Renovation of existing structures provides some advantages but demands a detailed preliminary inspection of building roof and frame, electrical wiring, plumbing, heating and cooling, as well as exterior covering and interior finishes. Appropriate equipment should be purchased for durability, versatility and overall attractiveness. (Author/RH)

ED 192 887

PS 011 710

*Raph, Jane Beasley Hart, Betty***Piaget-Based Evaluation and Education of Young, Developmentally Delayed Children.**

Arizona State Univ., Tempe. Coll. of Education;

Washington School District, Phoenix, Ariz.

Pub Date—[78]

Note—22p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developmental Disabilities, *Educational Assessment, *Measures (Individuals), *Mental Retardation, Testing, Test Interpretation, *Young Children

Identifiers—Piagetian Theory, *Uzgiris Hunt Ordinal Scales of Psychological Development

The performance of two developmentally delayed Down's Syndrome children on the Uzgiris-Hunt Scales (UHS) of psychological development is discussed in detail to illustrate the applicability of the scales to developmentally delayed children. This work was carried out at the Garden Park School for trainable and multiple-handicapped children in Phoenix, Arizona. The children at the school, ranging in chronological age from 2 to 5 years, are seen two mornings a week for two hours. The UHS is theoretically based on Jean Piaget's proposition that simple, easily observed behavioral interactions in the human infant and young child reveal development, consolidation, and elaboration of cognitive structures. The UHS consists of a specified number of tasks in each of six scales. Each scale reveals an invariant sequence of developmental attainments. Researchers have demonstrated a relationship between performance on the Scales and adaptive behavior in young, developmentally disabled children. Administration of the scales with developmentally delayed children is best aided by the use of videotape replay and is best conducted by a teacher familiar with the children. The performance of the two Down's Syndrome children, recommendations for classroom follow-up of these children, and interpretations of Scales I, II, and III are discussed. (Author/SS)

ED 192 888

PS 011 712

*Moran, James D. III, O'Brien, Gayle***The Development of Intention-Based Moral Judgments in Three- and Four-Year-Old Children.**

Pub Date—Mar 80

Note—10p. An earlier version of this paper was presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (Lawrence, KS, March 27-29, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Cognitive Development, *Moral Development, *Preschool Children

Identifiers—*Intention, *Moral Judgment Task (Piaget)

The developmental sequence of preschool children's moral judgments, and their emphasis on intentions versus property damage was investigated. Eight moral judgment stories with drawings were read to twelve 3 1/2- and twelve 4 1/2-year-old children (mean ages = 46.6 and 54.0 months, respectively). The stories included either positive or negative consequences for damage directed against either a person or property. In the positive Intention/negative consequence stories, age groups

predominantly judged on the basis of consequence in all contexts. In the negative intention/positive consequence stories, however, 4 1/2-year-olds made consequence-based judgments only in stories of property damage [$p=.1T.01$], whereas 3 1/2-year-olds did not make consequence-based judgments in either context. The findings suggest that 3 1/2-year-olds respond to any negative event [either intention or consequence] in the story and that 4 1/2-year-olds conform to traditional Piagetian theory only when property damage is involved (Author/SS)

ED 192 889 PS 011 713

Sweet, John F., Jr. And Others

Prediction of Nine Month Performance from Neonatal and Developmental Criteria.

Pub Date—May 80

Note—22p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (St. Louis, MO, May 1-3, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Infants, *Motor Development, *Predictive Measurement, *Premature Infants

Identifiers—*Bayley Scales of Infant Development, *Neonatal Behavioral Assessment Scale

This study investigated the ability of the Neonatal Behavioral Assessment Scale (NBAS), in combination with neonatal histories and developmental assessments, to predict mental and motor performance of 9-month-old infants on the Bayley Scales of Infant Development (BSID). Fourteen normal, full-term infants and 10 average-for-gestational-age, pre-term infants were studied. In all cases the NBAS assessments were completed when the infants were 40, 42, and 44 weeks gestational age. The BSID assessments were completed at 2, 4, 6, and 9 months gestational and chronological age for all infants. Also recorded at birth for all infants were Apgar scores, height and head circumference. Size and social-economic status of the family and birth order of the child were obtained via standard hospital procedures. Discriminate analysis yielded 100% of 9 month performance and pre-term or full-term group membership. NBAS subscales and neonatal histories provided three of four predictors of normal function and 11 of 11 predictors of abnormal function. (Author/SS)

ED 192 890 PS 011 714

Zavitsky, Dacia

Children First: A Look at the Needs of School-Age Children.

Pub Date—Jun 79

Note—11p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726. Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, *Childhood Needs, *Day Care, Elementary Education, *Elementary School Students

This brief paper discusses needs of school-age children and factors to consider in providing school-age child care. These needs and factors are explored in a discussion of five myths about school-age day care. The myths are as follows: (1) school-age children are old enough to fend for themselves, assume responsibility for their own welfare and arrange their own leisure time activities; (2) almost anyone, if friendly, can develop and carry out a good child care program for school-age children; (3) most communities have accepted the responsibility for planning, organizing, coordinating and implementing school-age child care services; (4) there is not enough money to support high quality school-age care; and (5) parents who need day care programs are not concerned about or interested in the quality of care their children receive. Anecdotal examples of children's comments are used to illustrate the need for child care providers to respect children as persons in their own right, to realize that no two children are alike, and to keep a sense of humor. (Author/SS)

ED 192 891

Rosen, Judith M.

Some Ingredient of Effective School-Age Child Care.

Pub Date—Jun 79

Note—6p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, *Day Care, Elementary Education, *Elementary School Students, *Policy

This paper briefly discusses several factors in providing high quality day care for school-age children. It is argued that parents have the power to influence public policy regarding provision of school-age day care services through voting, and that there is much more community support of day care when it is perceived as a program to serve all families, not just the traditional low income families. Further, public support for housing day care programs in existing school buildings is high because it provides a good reason for not closing down neighborhood schools that have declining enrollments. It is important that day care be structured as a child development program and not as a custodial service. (Author/SS)

ED 192 892

Seltzer, Michelle Seligson

Starting Programs: Critical Elements and Stumbling Blocks. The Experience of a Parent-Run Program in the Public Schools.

Pub Date—Jun 79

Note—8p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, *Day Care, *Elementary School Students, Needs, *Parent Participation, Parent School Relationship, *Program Implementation

Identifiers—*Massachusetts (Brookline)

Parent-run, day care programs existing in public elementary schools in Brookline, Massachusetts are described in this paper. This program model is put forward as an example of a successful negotiating process between parents and school officials that is an alternative to public school prime sponsorship of day care. Three critical elements as steps that must be taken in order to start day care programs in community facilities which may not be predisposed to house such services are discussed. These elements are documentation, persuasion, and collaboration. (Author/SS)

ED 192 893

Robertson, James S.

Staff Development: Models and Roadblocks.

Pub Date—Jun 79

Note—6p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, *Communication (Thought Transfer), *Community Organizations, *Consultants, Inservice Education, *Staff Development

This brief paper indicates three strategies that can be used by child care program directors to promote staff development. The first strategy involves the organization of community school-age child care programs into associations and support groups. The second strategy emphasizes the direct, frank and honest discussion of issues between the director and the center staff. The third strategy is to hire an outside consultant or mediator to reduce staff dependence on the program director. The importance of formally recorded progress reports, work evaluations, standards, job descriptions, and policy statements which are clear and explicit is indicated. Inservice education is seen as the most viable and flexible opportunity for staff training. The ability to mold a staff development program to the characteristics of a child-care program is also seen as an important key to successful staff development. (Author/RH)

PS 011 715

ED 192 894

Schram, Barbara

Parents and Staff: Sharing Program Decisions About "Their" Children.

Pub Date—Jun 79

Note—10p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, Attitudes, Communication (Thought Transfer), *Communication Problems, Communication Skills, *Decision Making, *Improvement, Methods, *Parent Participation, Parent School Relationship, *Parent Teacher Cooperation

This paper discusses assumptions, purposes, obstacles and techniques of parent/staff interaction in a day care setting. Regular, goal-directed communication between parents and teachers can reduce the complexity of the environment children experience and facilitate their socialization. Why, then, do parents and teachers rarely communicate? Some barriers to effective communication are racial and class differences, staff attitudes about parents who choose day care, and attitudes about the roles of parents and child care personnel. Other obstacles are lack of societal support for day care services, lack of time to make shared decisions, the tendency of staff to monopolize information needed to make decisions, and the youth and non-parent status of many child care teachers. Techniques for improving interaction between parents and teachers include a shared belief in broad-based participation in child care and education programs, articulation of guidelines that set out formal decision-making procedures, organization of decision-making structures that are appropriate to the program's size and its members' style, and providing access to the facts and knowledge needed to make sound decisions. Further, parents and staff should be trained in skills needed for decision-making, parents' skills and areas of interest should be identified to establish a basis for parent participation, and informal activities that help parents and staff interact should be provided. (Author/RH)

ED 192 895

Neugebauer, Roger

The Pitfalls of Managing Money: Common Problems and Practical Solutions.

Pub Date—Jun 79

Note—10p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, Budgeting, *Day Care, Early Childhood Education, *Educational Finance, *Financial Problems, Fund Raising, *Money Management

The five most common pitfalls of money management in child care programs are described along with proposed remedies. These pitfalls involve: (1) failure to account for shortfalls in income due to declining enrollments; (2) failure to put cost-cutting efforts into perspective and to choose the most feasible areas for cost savings; (3) failure to perform cash-benefit analyses of proposed fundraising projects; (4) failure to use other than checkbook balance money management methods for keeping tabs on the program's financial status; and (5) reliance on controls such as double signing of checks for financial security. Helpful resources to avoid money management pitfalls are cited and a Financial Management Assessment Guide is provided in the appendix. (Author/SS)

ED 192 896

Bergstrom, Joan M. Reis, Janet

The Practitioner: The Key Person in the Evaluation Process.

Pub Date—Jun 79

Note—9p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

PS 011 718

PS 011 719

PS 011 717

PS 011 720

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility.
*After School Day Care, Extended School Day.
*Program Evaluation. *Research Design

This paper provides guidelines for formally evaluating extended-day programs. Extended-day programs are defined as those attended before and after school by children between the ages of 5 and 14. A seven step evaluation process, in which the practitioner responsible for program administration plays a key role, is outlined and discussed. (Author/RH)

ED 192 897

PS 011 721

Jarm, Charles

The First Avenue After-School Day Care Center: A Program for Low Income Families in New York City.

Pub Date—Jun 79

Note—4p: Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, Bilingual Students, Elementary Secondary Education, *Immigrants, *Low Income Groups, Program Descriptions, Tutorial Programs

This paper provides a very brief overview of an after-school day care center in New York City which cares for a maximum of 65 immigrant children 6 through 12 years of age. The population served consists of families from Hong Kong, China, Latin America, India, Pakistan, Puerto Rico, Korea and Nigeria. As most families served know little English, multilingual staff members work closely with bilingual children. In addition to snacks and many activities, the center provides homework assistance during the school year through daily tutorial periods. The center also assists parents in their contacts with teachers and school bureaucracies. (Author/RH)

ED 192 898

PS 011 722

Van Wyck, Betty

St. Louis Child Care Services, Biddeford, Maine: A Multi-Faceted Program.

Pub Date—Jun 79

Note—5p: Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, After School Programs, Elementary School Students, Enrollment, Health Services, Home Programs, Nutrition, Preschool Children, *Problem Children, Program Descriptions, *School Registration, *Services, *Special Programs, Summer Programs

Identifiers—*Maine (Biddeford)

This paper provides an overview of the programs and services offered by the St. Louis Child Care Services to meet the needs of preschool and school-age children with special problems (physical, mental and behavioral). A short description of the programs and the services which were carried out between 1971-1979, along with the description of the enrollment process are provided. These programs and services include the children's center, child care home, project welcome, kindergarten programs, summer programs, after-school and evening shift care, family support services, nutrition programs, and health services. (Author/MP)

ED 192 899

PS 011 723

Wheeler, Samuel B. Wilson, Cynthia E.

The Brookline After-School Special: A Program for Older Elementary Children in Brookline, Massachusetts. The Parent's Perspective and the Director's Perspective.

Pub Date—Jun 79

Note—9p: Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, Elementary School Students, *Parent Participation, *Parent School Relationship, Program Descriptions, *Program Development, *Program Implementation

Identifiers—*Massachusetts (Brookline)

This brief paper describes the "Brookline After School Special": a program created to meet the after-school needs of older elementary school-age children throughout the city of Brookline, Massachusetts. The rationale for the program, a discussion of aspects considered in implementing the program, and reflections on the first year of operation and present concerns are provided. In addition, the program director briefly comments on program design and staff activities and responsibilities. A number of issues that emerged from a self-evaluation of the program are indicated and discussed to highlight underlying questions and everyday concerns that arise in providing after-school day care for an older age group of children. (Author/RH)

ED 192 900

PS 011 724

Barden, Meg

From Heaven to Earth: The Story of Three Years in an After-School Center in an Industrial Park.

Pub Date—Jun 79

Note—13p: Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *After School Day Care, After School Programs, *Children, Dramatic Play, Heterogeneous Grouping, *Low Income Groups, Non English Speaking, Problems, Program Descriptions, *Suburban Environment

This paper describes a model of an after-school program for low-income suburban children of different ages (3-14 years). Housed in an industrial park, the program serves the children of both working and non-working parents and accepts into the program all children who apply for whom funding can be found. (This includes non-English speaking children and children with special needs.) The physical environment was planned, arranged, and often built by the children themselves, with expert assistance from adults. Three activities occur every day of the program: dramatic play, child-adult conversation (particularly about things that trouble the children), and inter-age group activities. Some problems associated with conducting such a program are discussed. (Author/MP)

ED 192 901

PS 011 725

Seltzer, Michelle Seligson

Family Day Care and the School-Age Child.

Pub Date—Jun 79

Note—8p: Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, *After School Day Care, *Attitudes, *Child Caregivers, Day Care Centers, Elementary School Students, *Extension Education, *Family Day Care, Workshops

This paper provides portions of a workshop discussion at the Wheelock Conference on School-Age Child Care concerning the role of family day care for school-age children. The workshop participants included family day care providers affiliated with the day care system in the Greater Boston area, administrators of a family day care system which also operates a school-age day care program, and others working in the child care field who were especially interested in day care for school-age children. Issues discussed were: how well suited is the family day care home for the school-age child's growing need for autonomy and mobility? How much freedom can providers afford to allow an older child if they have their hands full with caregiving for preschoolers or babies as well as managing a household? What are the legal implications for a provider who may not be available to supervise an older child who is hurt in a playground accident or in a street fight with older children? Can a family day care home provide "creative programming" to meet the developing interests and skills of the older child? Participants concurred on several issues. Topics agreed upon included the following: the potential for nurturance that exists in a family day care setting; the importance of knowing the limits of one's ability to deal with special needs children; and the significant difference that the family day care home can make in the lives of children who experience stressful times in their development. (Author/MP)

ED 192 902

PS 011 726

Morgan, Gwen G.

Putting It Together: Some Program and Policy Issues in School-Age Day Care.

Pub Date—Jun 79

Note—9p: Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, *Elementary School Students, *Family School Relationship, Financial Support, Policy, *Political Issues, Program Costs, *Program Development

This paper comments on program and policy issues concerning school-age day care. The issues discussed are as follows: (1) what kind of day care provision do school-age children prefer? (2) what constitutes a high quality day care program? and (3) how can parents, the general public, and politicians be persuaded to support and finance day care programs? It is emphasized that school-age day care is economically feasible and that it is pro-family in that it supports rather than substitutes for the family. Pleas for extensive research on school-age day care and for high quality and universally accessible day care provision are made. (Author/MP)

ED 192 903

PS 011 727

Bache, William And Others

Home Start Followup Study: A Study of Long-Term Impact of Home Start on Program Participants. Final Report.

Abt Associates, Inc., Cambridge, Mass.; High-Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.—AAI-79-90

Pub Date—31 Jul 79

Contract—105-76-1135

Note—220p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Comparative Analysis, Demonstration Programs, *Family (Sociological Unit), Follow-up Studies, Health Services, *Home Programs, *Outcomes of Education, Parent Attitudes, Parent Education, *Parent Participation, *Program Effectiveness, Social Services, Welfare Services, *Young Children

Identifiers—*Home Start Program, Project Head Start

This Home Start followup study was designed to determine the long-term impact of Home Start on program participants in sixteen states within the USA. Home Start was a three-year demonstration program which provided Head Start-type comprehensive services to young children (3- to 5-year-olds) and their families in their homes. In Chapter 1 background information is provided about the follow-up study design, including a brief description of the original Home Start evaluation and its results. The next two chapters address two key implementation issues. Chapter 2 reports on the tracking of Home Start and Head Start families who participated in the original evaluation. Also included in this chapter are descriptive profiles of the Home Start followup study sample and a report on sample attrition effects. Chapter 3 describes how the comparison group for the followup study was selected and compares the Home Start and comparison groups on a number of child and family characteristics to determine group equivalency. Chapters 4 and 5 present the results of the followup study. Long-term program effects on parents are examined in Chapter 4, followed by presentation of child outcomes in Chapter 5. The concluding chapter of the report discusses implications of the Home Start followup study design. (Author/MP)

ED 192 904

PS 011 728

Bache, William Nauta, Marrit J.

Home Start Followup Study: A Study of Long-Term Impact of Home Start on Program Participants. Executive Summary.

Abt Associates, Inc., Cambridge, Mass.; High-Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.—AAI-79-90-A

Pub Date—31 Jul 79

Contract—105-76-1135

Note—12p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, Demonstration Programs, Follow-up Studies, *Home Programs, *Outcomes of Education, Parent Attitudes, Parent Education, *Parent Participation, *Parents, *Program Effectiveness, *Young Children
Identifiers—*Home Start Program, Project Head Start

This paper provides a summary of a Home Start Followup Study (HSFS) which was initiated in 1976. An attempt was made to examine the durability of gains made as the result of families' (parents and their 3- to 5-year-old children) participation in the program. In addition, the study was designed to determine whether program duration (one versus two years) had a lasting effect on parents and children as measured approximately two years after the conclusion of the Home Start demonstration. The HSFS's sample consisted of 199 Home Start, 46 Head Start, and 137 comparison group families (families who were eligible for but did not participate in the program). Three sets of comparisons were conducted: (1) Home Start families versus the comparison group families; (2) Home Start families versus Head Start families; and (3) Home Start families who had participated in the program for one year versus a group of Home Start families who participated in the program for two years. Five measures were used to determine the long-term impact of the program on participants. Four of the measures were standardized tests for children and one was a personal interview with parents. Results indicated that: (1) while math and reading performance of the Home Start first graders was lower than the national average, the Home Start second graders were comparable with respect to the national norm; (2) no significant differences were found on any of the children's outcome measures between the Home Start and the Head Start groups; (3) no differences were found between the one-year and two-year Home Start groups; and (4) most families were pleased that they had been involved in the program and indicated that the activities concerning the child and learning about child growth and development had been most important for them. (Author/MF)

ED 192 905

PS 011 729

Stahl, Robert J.

A Creatively Creative Taxonomy on Creativity: A New Model of Creativity and Other Novel Forms of Behavior.

Pub Date—Apr 80

Note—26p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-9, 1980).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classification, *Cognitive Processes, Creative Thinking, *Creativity, *Criteria, *Evaluative Thinking, *Psychological Characteristics, *Theories

Some of the most used, misused, and abused terms in contemporary education are the words "create," "creative," and "creativity." One way of understanding creativity is to reject the current practice of assuming that creative behavior is directly caused by some special kind of mental operation called "creative thinking." What can be accepted is the fact that individuals constantly produce unique and new behaviors and products. Inherent in this position is the assumption that it is not the mental operations themselves which automatically generate creative outputs; rather, it is external criteria applied to unique, novel behaviors which ultimately determine the degree to which a person's output is "creative." Educators should use the word "novel" to describe any new response or product by an individual. The word "creative" should be used only when very specific external criteria have been met. Eleven categories of psychological variables that may influence the production of novelty are accident, accommodation, reproduction, duplication, fabrication, imitation, transference, substitution, experimentation, innovation, and generation. Criteria for assessing the creativity of a product or person can be described in terms of the product itself as an entity, the problem which it resolves, the field in which it is presented, and its out-of-field effects. (Author/RH)

ED 192 906

PS 011 730

Dunn, Phillip C.

The Implementation of Photographic Visual Problem Solving Strategies to Enhance Levels of Visual Perception in Elementary School Art Students.

Pub Date—[76]

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art Education, *Design, *Elementary School Students, Perception Tests, Photography, Pretests Posttests, *Problem Solving, *Training, *Visual Literacy, *Visual Perception
This study investigates the relationship of teaching strategies emphasizing visual problem solving through the medium of photography to increased visual perceptual levels in second and third grade students. Twenty-five subjects from three classroom groups were randomly assigned to one of three treatment groups labeled Perceptual Principles Group 1, Elements of Design Group 2, and Control Group 3. Groups 1 and 2 were given 15 simple, self-processing still cameras and film. Both experimental groups received examples and classroom discussion that pertained to visual problem solving and perceptual principles. Treatment for Group 1 focused on five visual perceptual principles: point of view, space, motion, points of maximal information, and the perception of an event. Treatment for Group 2 emphasized five elements of design: line, shape, texture, space and color. As measures of subjects' visual perceptual ability, two standardized instruments and a rating scale were employed in a pre-test, treatments, post-test design. The instruments were (1) the Children's Embedded Figures Test (CEFT); (2) the Motor-Free Visual Perception Test (MVPT); and (3) the Dunn Photographic Rating Scale (DPRS). Among the results it was found that Group 1 made significantly greater performance gains on the CEFT than did Groups 2 or 3; that there were no significant performance differences on the MVPT and that there were significant differences on the DPRS between Groups 1 and 2, with Group 1 subjects performing at higher levels than Group 2. (Author/RH)

ED 192 907

PS 011 731

King, Marj Ann Yuille, John C.

Context Effects on Children's Memory of Piagetian Concepts.

Pub Date—80

Note—16p. Paper presented at the Annual Meeting of the Western Psychological Association (60th, Honolulu, HI, May 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Cognitive Processes, Elementary School Students, *Memory, *Mnemonics, Pictorial Stimuli

Identifiers—*Figurative Operative Distinctions, Horizontality (Concept), Meaningfulness, *Piagetian Theory, Seriation

This paper is concerned with two questions derived from Piaget and Inhelder's (1973) work on the relationship between memory and the developing intelligence of the child. First, can children retain operatively advanced information through the use of a non-operative mnemonic? Secondly, can the salience of operative versus non-operative information be manipulated through story context? To test the first question, grade one children were provided with a picture representing the concept of horizontality as embodied in the water level of a container. Within the context of a story, children were told it was important to remember the particular horizontal orientation of the water level. Two types of memory aids were provided. Half of the children were given a brief description and demonstration of how the water level of a container remains parallel to the supporting surface (an operative explanation). The remaining children were given a simple mnemonic strategy: it was pointed out that the belt of a woman (depicted in the picture) and the water level were perfectly aligned (the figurative solution). A second question investigated whether memory for figurative information could be improved with the provision of contextual background. A figurative and an operative context were provided for the operative concept of seriation as depicted by a clothesline of clothes. Memory for the seriation frame was tested by asking the child to recall the colour of the clothes and to reconstruct their arrangement using small cutouts. The results confirmed the hypothesized effects (Author/SS)

ED 192 908

PS 011 732

Infant Formula: Our Children Need Better Protection. Report Together with Dissenting Views by the Subcommittee on Oversight and Investigations of the Committee on Interstate and Foreign Commerce (H.R., 96th Congress, Second Session).

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce. Pub Date—Feb 80

Note—37p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20408 (no price quoted).

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Consumer Protection, *Federal Regulation, *Food Standards, Hearings, Infants, Legislation, *Manufacturing, *Needs Assessment, Nutrition

Identifiers—Food and Drug Administration, *Infant Formula

This report of the Subcommittee on Oversight and Investigation focuses on issues raised by the marketing of commercially prepared infant formulas that were nutritionally deficient. In this context, the report examines the scope of FDA authority to protect the public and the manner in which the FDA carries out its responsibilities with respect to product recalls. Additionally, the report reviews existing standards and regulations for infant formulas, and reports findings of an investigation into the manner in which one manufacturer, Syntex Laboratories Inc. of Palo Alto, California, complied with these regulations. This investigation revealed that over 100 infants became ill, some severely so, as a result of having been dependent on the formula for a long period of time. In evaluating the actions of the FDA and this manufacturer, the subcommittee found that little had been done to minimize or prevent this affair. Consequently, it was recommended: (1) that congress enact legislation to create a separate category of food known as infant formula; (2) that infant formula contain all nutrients recognized as essential; (3) that the formula be tested at critical times for nutritional adequacy; and (4) that the FDA be given the ability to inspect records of infant formula manufacturers. (Author/MF)

ED 192 909

PS 011 733

Edie, David B.

Child Care in Wisconsin: A Planning Paper for the 1980s.

Wisconsin Early Childhood Association, Madison. Pub Date—[79]

Note—46p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Principles, *Day Care, Divorce, Educational Facilities, *Educational Quality, *Family Structure, Labor Force, Mainstreaming, Mothers, One Parent Family, Parent Participation, Population Trends, *Preschool Children, Program Improvement, *Social Change, Wages

Identifiers—*Wisconsin

The purposes of this working paper are to analyze the changes in the family which necessitate substantial out-of-home care for Wisconsin's preschool and school-age children, and to propose a plan for action promoting high quality child care in the 1980s for these children. Section I documents changes affecting the family over the last thirty years, such as increases in mothers in the work force, divorce, and one parent families, which have led to the rapid growth of out-of-home care of preschool and older children. Section II explores the latest research on the effects of day care on child development. Based on the research, three conclusions are drawn: (1) there are no significant differences in the development of children of working and non-working families; (2) high quality child care can have lasting, positive effects on children; and (3) public support for high quality care is cost-effective. Section III sets forth eight principles for building a quality child care system and recommends actions to meet each principle. These recommendations call for parental access to high quality child care facilities, a sliding scale of fees for families enrolled in child care programs, a range of child care options for parents, an upgrading of the present quality of child care programs, adequate wages and working conditions for child care employees, the mainstreaming of hand-

icapped children into the programs, regulations to ensure the health and safety of children in the programs, and the implementation of a state child care unit to plan and develop child care policies and programs. (Author/MP)

ED 192 910 PS 011 734

Mergendoller, John R.
Resource Allocation in the Classroom: Children's Developing Understandings of Distributive Justice.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ETT-80-2

Pub Date—Apr 80

Contract—400-80-0103

Grant—OB-NIE-G-78-0103

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Classroom Research, *Comprehension, *Elementary School Students, *Justice, *Kindergarten Children, *Resource Allocation

Identifiers—*Distributive Justice, Human Ecology
This discussion explores children's understanding of the nature of distributive justice in classrooms and provides an initial model for further research. The issue of distributive justice arises in a situation when an individual assesses the fairness of the distribution of any limited resource, such as the physical, instructional and social opportunities present within schools. It appears that the understanding of distributive justice by children requires that they coordinate three domains of knowledge: (1) consequences of resource allocation; (2) criteria of deservingness; and (3) schemas which define fairness. Exploratory, semi-structured interviews were conducted among 25 children in a mixed kindergarten/first grade classroom and a mixed third/fourth grade classroom. The interview data indicate that children know the consequences of resource allocation and that they also know what resources and how much of a resource they and others will receive as a result of a distribution. Criteria for deserving consist of attributes of individuals. Findings suggest that children attempt to coordinate consequences of resource allocation with criteria of deservingness. Further, children apparently employ formal reasoning as well as substantive declarations to justify the fairness of the relationship between resource allocation and deservingness. Three areas for further inquiry are specified in the conclusion. (Author/RH)

ED 192 911 PS 011 735

American Families and Living Arrangements.
Bureau of the Census (DOC), Suitland, Md.

Pub Date—May 80

Note—22p; Paper originally prepared for the 1980 White House Conference on Families.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$2.00).

Journal Cit—Current Population Reports: Series P-23 n104 May 1980

Pub Type—Non-Print Media (100)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Rate, Charts, Divorce, Employed Women, *Family (Sociological Unit), Family Attitudes, Family Income, Family Life, Labor Force, *Life Style, Living Standards, Marriage, One Parent Family, *Population Trends, *Social Change, Trend Analysis

Originally prepared by the U.S. Bureau of the Census, for the use of delegates and other participants in the 1980 White House Conference on Families, this chartbook provides a graphic overview of selected, recent family trends reflecting changes in Americans' personal lifestyles. Information and limited commentary are presented on family formation, family dissolution, and living arrangements of the U.S. population. The charts document: attitudes toward family life; trends in fertility; levels of first marriage, divorce and remarriage; changes in living arrangements of adults and children and in family and household makeup; developments in the economic aspects of family life including increases in the number of working mothers, income of families of various types, and trends in homeownership; and a description of the types of

families who reside inside or outside of metropolitan areas. (Author/MP)

ED 192 912 PS 011 736

Legal and Program Issues Related to Child Custody and Late Parents.

Southern Regional Education Board, Atlanta, Ga. Training for Child Care Project.

Spons Agency—Carnegie Corp. of New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.

Pub Date—79

Note—21p; Day Care Administration Bulletin #3. Pub Type—Opinion Papers (120)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adopted Children, Child Neglect, *Day Care, Divorce, *Family Problems, *Legal Problems, *Legal Responsibility, Marital Instability, *Parent Responsibility, *Parent Teacher Cooperation

This bulletin, the third in a series on selected issues in day care, addresses two problems involving legal issues: (1) what are the implications for the day care program when parents or other legal guardians are involved in a dispute over the custody of children? and (2) what are the rights and responsibilities of day care programs when parents fail to pick up children at the end of the day? The discussion focuses in detail on how to develop a well thought out plan which concentrates on preventing unpleasant incidents before they occur. Legal definitions of custody, divorce, separation, adoption, child abuse, and child neglect are given and strategies and procedures concerning verification of parents' rights to custody, and settlement of disputes between parents over child visitation at the center are discussed. The problem of late parents and liability of the center in caring for children after closing hours is discussed in terms of the issues of supervision, responsibility, authority, and suspected child neglect. (Author/SS)

ED 192 913 PS 011 737

Raven, John

Parents, Teachers and Children: A Study of an Educational Home Visiting Scheme.

Scottish Council for Research in Education. Spons Agency—Scottish Education Dept., Edinburgh.

Report No.—SCRE-73

Pub Date—80

Note—269p.

Available from—Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR Scotland (7.50 pounds. Paperback: 12.00 pounds. Hardcover).

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Development, Child Rearing, Cognitive Development, Comparative Analysis, Discipline, Family Problems, Foreign Countries, *Home Programs, Home Visits, Infants, Instruction, Intervention, Language Acquisition, *Nursery Schools, Parent Attitudes, *Parent Participation, Parent Role, Preschool Children, Program Design, *Program Evaluation, Social Status, Statistical Surveys, Theories

Identifiers—*Scotland

The results of an evaluation of an educational home visiting (EHV) program in Scotland that utilized home visitors (attached to nursery schools) to promote parents' involvement in their children's educational development are presented in this report. Two assessment strategies were employed. One strategy (S1) was used to investigate the practical operation and effects of the program. The second strategy (S2) compared answers to interview questions provided by visited mothers, non-visited mothers residing in the visited mothers' locale, and non-visited mothers whose socioeconomic status was higher than visited mothers' status. Part One of the report provides a brief overview of the EHV and the evaluation program plus EHV background and operations information. Part Two introduces S1, identifies theoretical issues of practical importance in such areas as language development, discipline strategies and cognitive development. Possible and probable long term personal and social effects of the program are also discussed. Part Three introduces S2 and assesses the impact of the EHV program on parents' attitudes, beliefs, expectations and perceptions of their problems, their role, their children, and if and how they can guide their children's development. The implications of the data for home

visiting and EHV program design are explored in Part Four. The concluding section, Part Five, provides recommendations for action and further research. (Author/RH)

ED 192 914 PS 011 739

Hill, John P. And Others

Understanding Early Adolescence: A Framework. An Annotated Bibliography.

North Carolina Univ., Chapel Hill. School of Public Health.

Spons Agency—Ford Foundation, New York, N.Y.; Mary Reynolds Babcock Foundation, Winston Salem, N.C.

Pub Date—80

Note—60p.

Available from—Center for Early Adolescence, Department of Maternal and Child Health, School of Public Health, Suite 223, Carr Mill Mall, Carrboro, NC 27510 (\$3.00 discount on orders of 10 copies or more)

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement, *Adolescent Development, Annotated Bibliographies, Attachment Behavior, *Cognitive Development, Community Influence, Family Influence, Peer Influence, Self Concept, Sexuality, *Social Development, *Youth

One of a series of papers which focus on 10- to 15-year-old adolescents, this publication describes these young people as they work through developmental tasks in environments (families, communities, peer groups, and schools) that are part of their daily lives. This description is used as a basis to accomplish the following: (1) a further definition of the classic issues of adolescent development; (2) a brief and selective summary of what is and what is not known about development during adolescence; and (3) a placing of the issues of attachment, autonomy, intimacy, sexuality, achievement, and identity in a framework that helps to make sense of adolescence. These issues are defined, clarified, and discussed in relation to the primary changes (biological, reasoning, and social definition) that occur during adolescence. In addition, an annotated bibliography containing 40 references to papers of related interest is included. (Author/SS)

ED 192 915 PS 011 740

Arnold, Bonnie C.

Family Day Care Classroom Training Guide.

Fairfax County Office for Children, Va.

Pub Date—[80]

Note—82p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Caregivers, Child Development, Course Descriptions, *Family Day Care, First Aid, Inservice Education, Learning, Observation, *Organization, Parent Participation, *Training

This training guide describes a 40-hour course for family day care providers. The course is designed to be given in 14 sessions to approximately 15 persons who voluntarily meet twice a week for 2 1/2 hours. A child care program for children aged 0 to 5 years located at the training site meets the need of working providers for alternate care while they attend training sessions. The program also demonstrates exemplary child care activities and aspects of good child care such as room arrangement, material selection and adult/child interaction. Topics discussed and explored in the training guide include organizing a day care home; working with parents; social, physical and emotional development; language; discipline; learning; learning activities; first aid; and observation skills. At least five additional hours are spent outside class doing individual observations and first aid programmed instruction. Sessions are organized around a statement of purpose, small group and/or individual exercises, a discussion, small group activities and follow up discussions. Central points to be emphasized by the trainer are indicated. Handouts and illustrative forms are frequently included. (Author/RH)

ED 192 916

PS 011 742

Schunk, Dale H.

Proximal-Goal Facilitation of Children's Achievement and Interest.

Pub Date—Sep 80

Note—18p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement. *Arithmetic. Behavior Change. Comparative Analysis. *Elementary School Students. *Improvement. *Independent Study. *Interest. *Low Achievement. Motivation

Identifiers—*Proximal Goal. Self Efficacy

This experiment was designed to (1) test the effectiveness of proximal goals in promoting performance, developing self-efficacy, and fostering interest in activities, and (2) investigate the relationship between self-efficacy and interest. The focus of the study was children's mastery of arithmetic operations in which they had displayed low achievement. Subjects, drawn from six elementary schools, were 40 children with a mean age of 8.4 years. The treatment consisted of providing children with a packet of instructional materials and having them engage in self-directed learning over a series of sessions under conditions involving a proximal goal, a distal goal, or no explicit goal. It was hypothesized that the motivational effects of the proximal goals would lead to higher arithmetic achievement, self-efficacy, and interest, as compared to the other two conditions, and that self-percepts of efficacy would bear a significant, positive relationship to interest shown in arithmetic tasks. In accordance with the hypotheses the proximal-goal treatment produced more rapid mastery of arithmetic operations, a higher level of skill development, a stronger sense of self-efficacy, and greater interest in arithmetic than did the other conditions. The distal-goal condition did not differ from the no-goal condition in promoting change. Perceived self-efficacy concerning arithmetic competence was positively related to achievement and intrinsic interest in arithmetic. It was concluded that the study supports the idea that self-motivation generated through proximal goal setting can influence children's achievement outcomes. (Author/MP)

ED 192 917

PS 011 743

Johnson, Dale L.

Effect of Task on Mother-Child Interaction Results.

Houston Univ., Tex. Dept. of Psychology.

Spons. Agency—Office of Child Development (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.; Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date—Sep 80

Grant—OCD-90-C-379

Note—18p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Activities. Age Differences. *Behavior Patterns. Cognitive Ability. Difficulty Level. *Influences. Mexican Americans. *Mothers. *Parent Child Relationship. Parent Education. Rating Scales. *Young Children

The purpose of this study was to examine the influence of different tasks on behavior in mother-child interactions. Five tasks, varying in degree of structure and difficulty, were used in mothers' interactions with their children at 24 and 36 months of age. Subjects were Mexican-American mothers and their children. All were participants in an extensive 2-year parent education program designed especially to meet the needs of low-income Mexican-American families. Families entered the project when the child was one year of age. Participants were randomly assigned to program or control groups and then each mother-child interaction was videotaped and rated at one minute intervals on the following scales: Affection, Praise, Criticism, Control, Reasoning, Mother's Verbal Encouragement, and Child Verbal Responsiveness. The Bayley Mental Development Index (MDI) was used to measure the children's abilities at 24 months of age and Palmer's Concept Familiarity Index (CFI) and the Stanford-Binet (S-B) were used when the children were 36 months of age. Results showed that: (1) program and control mother-child dyads differed

significantly on mean scores for Affection, Criticism, Child Verbalization, and Mother's Verbal Encouragement and that with the exception of Criticism, all differences favored the program group at both time intervals; (2) while significant correlations were found between mother-child interaction variables and measures of child cognitive competence, there were no distinct differences between tasks in these relationships; and (3) for both groups, the correlates with measures of child competence were similar for high and low structure tasks while the relative stability of high and low structure tasks across time was also similar. (Author/MP)

ED 192 918

PS 011 748

Eimer, Bruce N. Mancuso, James C.

A Constructivist Framework for Helping Parents Develop Positive Parenting Concepts.

Pub Date—Sep 80

Note—20p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Rearing. *Cognitive Processes. *Models. Parent Child Relationship. *Parent Education. Parent Influence. *Parent Role. Perspective Taking. *Problem Solving. School Psychologists

Identifiers—Accommodation Theory. *Parenting

This paper presents the rudiments of a constructivist conceptual framework which school psychologists can use to help parents develop positive parenting concepts. Problems arise if school psychologists rely solely on a mechanistic paradigm when they identify causes of unwanted behaviors and suggest specific remedial strategies. Operating within a constructivist framework, which assumes several cognitive processes such as anticipation, accommodation and assimilation in the child and sees parents as moderators of discrepancy or novelty and regulators of arousal, a sensitive parent (1) understands the child's characteristic ways of construing events, (2) presents the child with sensory input that is moderately discrepant from the child's existing cognitive organizations, and (3) provides the child with support in his efforts at accommodating his cognitive organizations to assimilate novel input. Parents can be taught to sensitively present an orderly world to their children. Experience in a parent training program based on constructivist principles of psychological functioning suggests the following hypotheses: parents who rely on coercive strategies to promote compliance operate on the basis of evaluatively negative, unidimensional constructions of the motives for their children's activities; parents who rely on persuasion and reasoning to promote compliance operate on the basis of less evaluative, integrated, multi-valent constructions of the motives for their children's behavior. (Author/RH)

ED 192 919

PS 011 749

Vaughn, Jane Moran, James D., III

Interaction of Self-Concept, Television, and Leisure Activities in Families with Young Children.

Pub Date—Jun 80

Note—11p. An earlier version of this paper was presented at the Annual Meeting of the American Home Economics Association (Dallas, TX, June 23-26, 1980).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Parent Child Relationship. *Preschool Children. *Recreational Activities. *Self Concept. Socialization. *Television Viewing

This study provides a profile of preschool children's leisure time activities and examines (1) whether preschool children's self-concepts are related to leisure time activities and (2) whether parental involvement in the leisure activities of children, including television viewing, are associated with higher levels of self-concept in children. The time expenditures of 55 preschool children were identified through the use of a parent interview and a week-long chart of the child's activities recorded by the parent. Time expenditures were correlated with self-concept scores of the children as measured by the Riley Inventory and a teacher rating scale. Significant relationships were found between self-concept and amount of one-to-one parent/child interaction, and between hours of television viewing and the amount of the child's solitary activities. In addition, self-concept scores were negatively related to amount of television viewing for males.

The data were interpreted as indicating that the process of television viewing may not have a direct relationship to the child's self-concept. However, the data indicated that television may be related to other socialization processes in such a way as to indirectly influence self-concept and social development. (Author/SS)

ED 192 920

PS 011 751

Tedesco, Lisa Bradley, Robert H.

Early Home Experience, Classroom Social Competence and Academic Achievement.

Pub Date—Sep 80

Note—22p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement. Age Differences. Classroom Environment. *Early Experience. *Elementary School Students. *Family Environment. *Influences. Longitudinal Studies. Parent Child Relationship. *Social Behavior. Student Behavior

As part of a larger, on-going study conducted through the Center for Child Development and Education at the University of Arkansas at Little Rock, this paper explores the influence of the home environment on children's psychological functioning in school and on their academic achievement. Data were obtained on home experience, classroom social competence and achievement measurements for 96 elementary school children in grades one through six. Measures of academic achievement were obtained from the standardized Science Research Associates test series for reading, language and mathematics. The 23 item Classroom Social Competence Scale (CSCS), reflecting the item content of the Kohn and Rosman (1972) Social Competence Scale was designed for this study to assess the children's classroom social competence, along the behavioral dimensions of withdrawal (non-participation and aggression), disruption, and task orientation. The Home Observation for Measurement of the Environment (HOME), designed by Caldwell and Bradley (in press), was used to measure the quality of stimulation, and the social, emotional and cognitive support available for the child's development. Multivariate multiple procedures were used to test the existence of associations between the three variables. Results revealed significant relationships across the three sets of variables. Patterns of these relationships suggest that early experience prepares the child to meet not only intellectual performance requirements but also social performance requirements. (Author/MP)

ED 192 921

PS 011 752

Gammage, Philip

Primary Education in England: An Overview.

Pub Date—Oct 80

Note—56p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability. Curriculum. Educational Policy. *Educational Practices. *Educational Trends. *Elementary Education. Enrollment Trends. Foreign Countries. Organization. Teaching Styles

Identifiers—*England

The present state of English primary education is depicted in this overview and possible future trends affecting primary schools are indicated. Primary schools in England and Wales are normally those with pupils between 5 to 11 years of age. The term Primary Schools encompasses Infant Schools (for children ages 5 to 7); Junior Schools (ages 7 to 11); First Schools (usually ages 5 to 8); and, in some cases, Middle Schools (usually ages 8 to 13). Numbering around 23,000, the English primary schools are co-educational, free and attended by over 95% of the nation's 4 million plus children. The paper first presents general background information concerning advisory/inspectorate bodies for policy and practice; physical plant, equipment and materials; teacher education and training; and primary school ideologies. Current trends and issues discussed include (1) the general organization within the primary school, (2) declining enrollment and changing school organization, (3) curriculum organization and teaching style, (4) curriculum content, and (5) accountability and assessment. Recent key publications in education are identified and emphasized in

order to discern possible future trends. Reports explored included the following: "Primary Education in England" (1978); "Assessment - The American Experience" (1978); "Local Authority Arrangements for the School Curriculum" (1978); and "Inside the Primary Classroom" (1980). In conclusion, 10 predictions for English primary education in the 1980s are briefly stated. A bibliography including selected recent and ongoing research is provided as well as two appendices that provide notes on the primary education report and chart trends in the school population. (Author/RH)

ED 192 922 PS 011 753

Feiring, Candice Lewis, Michael

Children, Parents, and Siblings: Possible Sources of Variation in the Behavior of First Born and Only Children.

Pub Date—Sep 80

Note—17p. Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, Cognitive Ability, Comparative Analysis, *Infant Behavior, *Influences, Mothers, *Parent Background, Parent Child Relationship, *Personality, *Siblings, *First Born, *Only Children, Parent Behavior

This paper presents research findings on differences in the social and cognitive behavior of first born and only children at 3, 12, and 24 months of age as observed at home and in a free play laboratory setting. The sample consisted of 21 only children (children who did not acquire a sibling for at least the first 48 months of life) and 35 first born children (children who acquired a sibling between the ages of 24 and 36 months). Results indicated that differences in only and first born children were related to three possible sources of variation: (1) the birth of a sibling for first born children; (2) child characteristics; and (3) parent characteristics. The birth of a sibling was noted to change the cognitive performance of first born children and was related to a drop in skill performance. This finding suggests that first born children are different from only children as a result of experiencing the entrance into the family of a new infant. Possible differences in the temperament characteristics of first born and only children were reflected in the tendency of only infants to cry more and smile less at 3 months of age than did first born infants. Finally, parents of only and first born children may be different: mothers of only borns were more involved in their infants, expressed the desire for less children, were older at the birth of their first child and experienced a more difficult pregnancy than mothers of first borns. (Author/MP)

ED 192 923 PS 011 754

Townes-Rosenwein, Linda

The Relationship among Localization Skill, Existence Constancy and Object Permanence.

Pub Date—Sep 80

Note—31p. Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, *Infants, *Object Permanence

Identifiers—*Piagetian Theory

Two component skills of object permanence were studied: existence constancy - the infants' ability to expect that an object continues to exist after it is hidden, and localization skill - infants' ability to search in the correct place for a hidden object. Contradictions within the literature may occur because of task inability caused by failure to: (1) study the two skills within traditional object permanence tasks, (2) examine more than one task, (3) study the two skills intra-individually, and (4) examine modality effects. These design faults were corrected in the present study. Four conditions in which the amount of information available about the object varied were designed to test Piaget's theories about object permanence and evaluate results obtained in non-traditional object permanence tasks. Eighty infants, randomly assigned to one of four groups, were tested at 4 and again at 8 months of age. Three of the groups consisted of the following experimental

conditions: (1) Piaget's traditional test situation in which no sound emanated from the object; (2) sound emanating from the hidden object throughout the task; and (3) intermittent sound emanating from the object only while the object was in view. In the control condition, the object was never hidden from the infant's view. Infant behavior was scored from videotapes. Localization skill was measured by examining the order and location of infants' search. Existence constancy was measured by examining whether infants turned attention to the object after uncovering it. Data were consistent with Piagetian Theory. Existence constancy results were more similar to object permanence results than localization results. Haptic results were hierarchical (most individuals either passed or failed both skills), and infants made expected localization errors in invisible displacement trials. (Author/SS)

ED 192 924 PS 011 755

Fox, Daniel And Others

How Television Commercials Affect Children's Attitudes and Eating Behavior.

Spons Agency—Department of Agriculture, Washington, D.C.; Montana Univ., Missoula. Research Advisory Council.

Pub Date—Sep 80

Grant—729-46; 5901-0410-8-0070-0

Note—33p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Attitudes, *Children, *Food, *Influences, Nutrition, Sex Differences, *Television Commercials, *Television Viewing

Identifiers—*Food Consumption

The effect of various kinds of commercials on children's actual food consumption are examined in this study. Forty-eight 4-year-old children (mean age, 4.65 years), and forty-eight 9-year-old children (mean age, 9.78 years) comprised the sample. In both age groups there was an equal number of boys and girls. The variable investigated was type of advertisement (low-nutritional, pro-nutritional, non-food control), and the effects of the advertisement were assessed via a behavioral eating test, a food attitude scale, and an interview. Results suggest that both 4-year-old and 9-year-old boys seeing low-nutrition commercials did significantly increase their consumption of the low-nutrition foods but that girls were not affected. The pro-nutrition commercials had no apparent effect. Regardless of advertisement type, age did not mediate the effects of the commercials, and the self-report and behavioral measures correlated with one another in a low and inconsistent manner. Results are discussed with regard to methodological issues, developmental issues, and social policy implications. (Author/MP)

ED 192 925 PS 011 756

Beuhring, Trisha

Developmental Differences in Elaboration: A Metamemory Explanation.

Pub Date—Apr 80

Note—16p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Best copy available.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Age Differences, *Children, Elementary School Students, *Memory, *Metacognition, Secondary School Students, *Study Skills

Identifiers—*Elaboration

This study investigates the hypothesis that during adolescence the developmental increase in the tendency to use elaboration as an associative study strategy is explained by increases in metamemory knowledge. Independent assessments of the metamemory knowledge and spontaneous strategic behavior of 32 fifth- and 32 twelfth-grade subjects were made. To assess metamemory knowledge subjects were presented nine hypothetical memory problems and asked for their opinions on strategies for best remembering the material. Scoring took into account choice of strategy and justification of that choice. Strategic behavior was obtained by asking the subjects to verbalize their thoughts while studying each of 36 pairs of concrete nouns by the study-test paired associate method.

Verbalizations for each of the pairs were classified into one of 15 categories by two independent raters on the basis of a transcribed record of the tape recorded study trial. Verbalizations were labeled "elaboration" if a direct interaction between the pair members was described. As hypothesized, grade-related advances in metamemory knowledge appeared to be a powerful predictor of grade differences in use of elaborative strategies. However, results indicate that relevant metamemory knowledge is neither a necessary nor a sufficient condition for elaboration. (Author/SS)

ED 192 926 PS 011 757

Kugle, Cherry L. Clements, Richard O.

Self-Esteem and Academic Behavior Among Second Graders. Report No. 5081.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—19p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Elementary School Students, Grade 2, High Achievement, *Individual Differences, Low Achievement, Self Concept, *Self Esteem, Self Evaluation (Individuals), Student Behavior

This paper reports the results of a study which examined the relationships of level and stability of self esteem to perceptual, behavioral, and motivational aspects of academic behavior among second grade students. These aspects are academic achievement, accuracy in assessing standing, and disruptive behavior. Self-esteem was assessed with the Piers-Harris Children's Self-Concept Scale. The instrument is composed of 80 items, to which the child responds yes or no. Subject's stability of self-esteem was assessed by a second administration of the Piers-Harris Scale four months after the first administration. To assess the accuracy of children's self-description of ability, subjects were individually interviewed and asked to rate their own reading ability in comparison with the rest of the class. Results show that (1) stability of self-esteem was found to be related to students' accuracy in rating their own reading abilities, indicating that children with stable self-esteem had realistic perceptions of their abilities; (2) both level and stability of self-esteem were found to be positively related to the students' level of achievement; and (3) both level and stability of self-esteem were found to be negatively related to disruptiveness. These results suggest that stability as well as level of self-esteem are affective dimensions related to the educational experience. (Author/MP)

ED 192 927 PS 011 766

Farber, Ellen A. Egeland, Byron

Maternal, Neonatal and Mother-Infant Antecedents of Attachment in Urban Poor.

Pub Date—Sep 80

Note—18p. Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attachment Behavior, *Individual Characteristics, *Infants, *Interaction, Longitudinal Studies, *Mothers, Parent Child Relationship, Prenatal Influences, Risk, *Sex Differences, Stress Variables

Attempts to assess maternal and neonatal behavior and subsequent mother-infant interactions as potential determinants of the quality of attachment between mothers and their infants provide the focus of this paper. Several instruments and procedures that focused on (1) maternal and infant characteristics, (2) mother-infant interaction, and (3) life stress, were used to collect data from 212 high risk pairs of mothers and infants. The collection of data began during the prenatal period and continued through the infant's first year of life. Attachment was assessed when the babies were 12 months of age. Using the Strange Situation Procedure researchers classified infants as anxious/avoidant (Group A), securely attached (Group B), or anxious/resistant (Group C). Overall group differences among the three attachment groups were tested by a one-way ANOVA and the Student-Newman-

Keuls was used for post hoc comparisons. Results indicate that maternal, neonatal, and interactive factors contribute to the development of qualitatively different attachment relationships. Anxious-resistant infants appear to develop more slowly than others. Mothers of anxious/avoidant infants tend to be tense, irritable, disinterested in their babies, and react negatively to motherhood. Securely attached infants tend to have mothers who are sensitive to their needs and who encourage reciprocity. While male infants tend to be more vulnerable to caretaking differences, female infants may be more vulnerable to stressful life events than males are. (Author RH)

ED 192 928 PS 011 767

Carstensen, Laura And Others
Children's Attitudes Toward the Elderly: An Intervention.

Pub Date—Mar 80

Note—21p. Paper presented at the Annual Meeting of the Southeastern Psychological Association (Washington, DC, March 26-31, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences. Attitude Change. Childhood Attitudes. *Children. *Intervention. *Older Adults. *Perception

Six- to nine-year-old children's (N=14) initial perceptions of the elderly were reexamined following an intervention consisting of an increase in the frequency of beneficial contact that the children had with old people. Beneficial contact was provided when elderly persons (N=23) served for two months as tutors in a reading program for normal readers. Pre- and post-intervention measures of children's attitudes and reading skills and the morale of the elderly adults were taken. Evaluations of the program were also obtained from elderly and child subjects, school principals and teachers. Analysis of variance revealed a significant interaction effect of group by test, suggesting that a relatively brief intervention can modify children's perceptions of the aged. While there were no significant changes in the responses of the elderly subjects as measured by objective questionnaires, the majority of the tutors reported that they were happier and felt more involved in the community while working in the program. (Author/MP)

ED 192 929 PS 011 770

Johnson, James E. Ersler, Joan
Developmental Changes in Imaginative Play and Cognitive Ability of Preschoolers.

Pub Date—Sep 80

Note—19p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification. *Cognitive Development. Conservation (Concept). *Imagination. *Influences. Observation. *Preschool Children. *Pretend Play

Identifiers—Peabody Picture Vocabulary Test. Raven Progressive Matrices

This study tests the hypothesis that components of play such as imagination contribute to cognitive development. Twenty-four middle-class children attending a university-affiliated preschool were observed for 20 one-minute play observations during the Spring Semesters of 1978 and 1979. Play was coded using categories for both social (solitary, onlooker, parallel, and interactive) and cognitive (functional, constructive, and imaginative) components. Imaginative play was further scored for number and type of transformations (person, object, situations) and for thematic content (sociodramatic or fantasy). During each semester, children were administered the Peabody Picture Vocabulary Test (Form B) and the Ravens Progressive Matrices tests of intelligence, and a battery of classification (dichotomous sort, cross-classification, and class inclusion) and conservation (liquid substance, number, length, area, and weight) tasks. Pairing of play and cognitive test change scores from year one to year two revealed that, generally more children increased in cognitive ability without increasing in imaginative play than did those who increased in dramatic play without increasing in cognitive ability. Results suggest that directional influence between these two variables moves from cognitive ability to imaginative play and not vice versa. (Au-

thor/RH)

ED 192 930 PS 011 771

Moran, James D., III
Story Content as a Factor in Children's Moral Judgments.

Pub Date—Mar 80

Note—8p. An earlier version of this paper was presented at the meeting of the Oklahoma Home Economics Association (Tulsa, OK, March 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Students. *Moral Development. Rating Scales. *Social Cognition. *Young Children

Identifiers—*Moral Judgment Task (Piaget), Piagetian Theory. *Rule Breaking

This study investigates effects of perceived rule-breaking on the moral reasoning of young children. Thirty first-grade children (15 males and 15 females) were read 10 randomly ordered moral judgment stories by one of three experimenters. Each story was accompanied by a two-frame cartoon-like drawing depicting the action. Two stories of each of the following five types were included: negative intention/negative consequence (NN); negative intention/negative consequence with rule-breaking (NNrb); negative intention/positive consequence (NP); negative intention/positive consequence with rule-breaking (NPrb); and positive intention/negative consequence (PN). Following pre-training with the scale the children rated the story characters on an eight-point scale ranging from very bad to very good. Repeated measures analysis of variance revealed a significant story effect which, however, was not directly in accord with Piagetian theory. Individual comparisons via Tukey tests showed the NPrb stories were rated significantly different from every other story type. No other story comparison was significant. Further analysis of the findings suggests (1) that intention may be more salient to a child if the story portrays intended damage to another person rather than to property; and (2) a need for revision of Piaget's theory of moral reasoning that takes into account story content and perhaps incorporates the Piagetian notion of decalage. (Author/RH)

ED 192 931 PS 011 772

Moran, James D., III
Moral Judgments and Roletaking Skills in First Graders.

Pub Date—Mar 80

Note—12p. An earlier version of this paper was presented at the meeting of the Oklahoma Home Economics Association (Tulsa, OK, March 1980). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children. Cognitive Processes. Grade 1. Identification (Psychology). *Influences. *Moral Development. *Perspective Taking. Pretests Posttests. *Training

Identifiers—*Moral Judgment. Piagetian Theory

This paper reports attempts to alter children's moral judgments via short-term training of roletaking skills in order to assess the degree of relationship between moral reasoning and roletaking. In a three phase procedure, 40 first-grade children (20 males and 20 females) were assigned to one of four experimental groups (empathic, reciprocal, cognitive role training, and control). In the first phase, subjects' pretraining level of moral reasoning was assessed. Subjects were administered four moral judgment stories, two of positive intention/negative consequence and two of negative intention/positive consequence. Following the presentation of these stories, each child underwent one of the four 20 minute experimental treatment sessions. Immediately after the treatment session each child was administered four additional moral judgment stories as post-treatment assessment of moral reasoning. It was expected that those subjects undertaking role training would show a greater increase in maturity of moral reasoning than would the control group. Findings suggest that roletaking might be linked to the development of moral reasoning, although not directly, and that story content may be an important variable in analyzing the maturity of response. The finding of differences in judgment between role takers and non-role takers in the cognitive groups suggests a link between roletaking and moral judgment. In general, these findings provide further support for Piaget's basic theoretical notions concerning the

child's moral judgment. (Author/MP)

ED 192 932 PS 011 773

Pellegrini, A. D.
The Construction of Cohesive Text by Preschoolers in Two Play Contexts.

Pub Date—Apr 80

Note—17p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis. Discourse Analysis. *Dramatic Play. *Play. *Preschool Children. *Verbal Communication

Identifiers—*Text Coherence

The process by which preschoolers construct cohesive oral text was studied in dramatic and constructive play settings. Four preschoolers, two boys and two girls ranging in age from 51 to 60 months, were videotaped for 30 minutes in their preschool classrooms. It was found that players in both contexts of play repeated introductory utterances to begin new play topics. Interlocutors in the dramatic play episodes often repeated the topic initiator's introduction and asked "Wh" and "Yes/No" questions as topic clarification strategies. Topic initiators, in turn, clarified their introductions. Such clarification strategies were not observed in constructive play. Entire social dramatic play episodes were found to be mediated by topic introductory utterances; the play themes defined in the introductions were referred to anaphorically and cataphorically throughout the text. A large number of exophoric references (21% of utterances) were observed in constructive play. Play in this context was less dependent on cohesive text for sustenance. Pedagogical implications are discussed. (Author/SS)

ED 192 933 PS 011 776

Wax, Jack

A Mental Health Preschool Program: Helping Preschoolers with Emotional and Behavioral Problems.

Pub Date—[76]

Note—10p. Best copy available.

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Modification. *Behavior Problems. Curriculum. *Day Care. *Emotional Problems. *Intervention. *Mental Health. Observation. Parent Participation. Play Therapy. *Preschool Children. Preschool Education

The advantages and elements of a therapeutic daycare program for preschool children with emotional and behavioral problems are described in this paper. The goal of the therapeutic preschool is to meet the needs of behaviorally disordered and emotionally disturbed children in a special education setting, and then to mainstream the children into less restrictive settings as soon as possible. Eight program elements that can be combined to create a therapeutic daycare program are as follows: (1) a developmental evaluation and behavior observation made prior to admittance in the program; (2) planned structure in the areas of space, time, relationships and knowledge; (3) use of behavior modification procedures at several levels; (4) a mental health curriculum designed to focus on identification of emotions, acceptance of feelings, and ways to cope with and solve social problems; (5) one-to-one remediation sessions with therapists; (6) a high staff-to-child ratio and staff relationships characterized by consistency, the ability to increase prosocial behavior and decrease inappropriate behavior, and the ability to reflect and interpret children's feelings; (7) parent involvement; and (8) follow-up procedures at several intervals subsequent to the child's discharge from the program. This sort of program can alleviate presently distressful symptoms for the child and his family, and can help prevent mental health problems from occurring at a later life stage. (Author/SS)

ED 192 934

PS 011 777

Slife, Brent D. And Others
A Cognitive Component in Modeled Aggression: A Preliminary Examination.

Pub Date—Sep 80

Note—14p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, Cognitive Processes, *Elementary School Students, *Imitation, Individual Characteristics, *Modeling (Psychology), Observational Learning, *Reinforcement, Sex Differences, *Television Viewing

This study tests the hypothesis that children who viewed videotaped aggression would imitate aggressive behaviors more frequently than would children who were not exposed to aggressive displays. A cognitive factor, reinforcement value, was also hypothesized to be a significant variable in the behavior of the children. Prior to treatment, subjects rated 15 toys for reinforcement value by coloring either a "happy" or a "sad" face to indicate like or dislike, respectively. Ratings were used to match subjects in experimental and control groups. Thirty-two first and second grade boys and girls then viewed and rated for reinforcement value 15 videotaped vignettes in each of which an adult male used one of 15 toys to perform one of 15 different aggressive acts against a bobo doll. Control group children did not view the vignettes. Following the vignettes, combined vignette and pre-experimental toy ratings were used as a basis for selecting eight toys for placement in a play room which contained a bobo doll. Subjects were observed at play in the room for five minutes by trained observers who recorded aggressive behavior. Among the results it was found that experimental group children exhibited significantly more aggressive behaviors than did control subjects, that boys exhibited significantly more imitative aggression than did girls. Further, reinforcement value was a significant factor in the imitative behavior of the children. (Author/RH)

RC

ED 192 935

RC 011 047

Erickson, Frederick Mohatt, Gerald
The Social Organization of Participation Structures in Two Classrooms of Indian Students.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date—[77]

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, American Indian Reservations, American Indians, *Canada Natives, Classroom Communication, *Classroom Techniques, Cultural Awareness, Cultural Background, Cultural Differences, Participation, Primary Education, Research Methodology, *Student Teacher Relationship, Teacher Background, *Teacher Effectiveness, *Teaching Methods, Teaching Styles

Identifiers—*Odawa (Tribe), Ontario

Participation structures in two classrooms of culturally similar children (Indian) taught by teachers with different cultural backgrounds (both experienced, one Indian, one non-Indian) were investigated in an Odawa reserve community in Northern Ontario, Canada. Data came from direct observation, videotaping in classrooms and in some children's homes, and interviews and collaborative research with school staff. "Work in progress" results indicate cultural difference in exercise of authority by the Indian and non-Indian teachers with the Indian teacher's participation structures showing more cultural congruence with interaction patterns customary for Indian children. At the level of Odawa daily life, there is virtual absence of central political authority. Specifically, comparing setting up a lesson (teacher movement, directives, relationship between movement and giving directives), the non-Indian teacher moved more rapidly, moved around the whole room, gave directions to the total classroom group and small reading group at the same time, and called out directions to individual children across the room, while the Indian teacher

proceeded slowly, exerted control over the whole class at once, singled out individuals only in small groups. In leaving-the-room comparisons, the Indian teacher exercised control more through movement, more indirectly, and less frequently than the non-Indian teacher. (RS)

ED 192 936

RC 011 390

Sauvageau, Juan
Stories That Must Not Die, Volume One.

Pub Date—75

Note—44p. For related documents, see RC 012 197-199.

Available from—Oasis Press, PO Box 6836, Oakland, CA 94603 (\$2.50 per volume).

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Creative Works (030) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Children's Literature, *Cultural Background, Elementary Secondary Education, *Folk Culture, *Legends, *Local History, *Mexican American Literature, Mexican Americans, Short Stories, Tales, Vocabulary

Identifiers—*Texas (South)

Ranch hands gathered around a campfire and old folks rocking on the porch were some of the sources for the 10 folkloric tales presented in this volume. Written in both Spanish and English, this book of traditional tales from the Mexican American people of South Texas is the first of a series of three volumes. Five of the stories deal with the supernatural. One tells of a young man who picks up a beautiful girl by the side of the road, takes her to a dance, and discovers the next morning he spent the evening dancing with a ghost. Another tale discusses Dolores, a girl so beautiful and vain that she has little regard for the feelings of others. It tells how a handsome stranger at a ball asks Dolores for the last dance of the evening, spins her faster and faster, and at the end of the dance is gone, leaving smoke and sulphur fumes surrounding the corpse of Dolores. Two tales deal with clever animals, one a coyote and the other a honeybee. Two more tell of the feats of Don Pedro Jaramillo, a faith healer who lived in South Texas around the turn of the century. A list of vocabulary and cognates is added to each story, along with two questionnaires. The first questionnaire is related directly to the text and is intended for the younger students. Designed for more advanced students, the second questionnaire is suggested by the text. (DS)

ED 192 937

RC 011 616

Roper, Dwight
Preparing for the Bakke Decision: Chicanos, Higher Education and the Supreme Court.

Mexican American Legal Defense and Educational Fund, Inc., San Francisco, Calif.

Pub Date—1 Feb 78

Note—43p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Admission Criteria, Affirmative Action, College Admission, College Applicants, College Entrance Examinations, Competitive Selection, *Court Litigation, Disadvantaged, Educational Discrimination, Eligibility, Equal Education, Government Role, *Graduate Study, Higher Education, *Mexican Americans, Minority Groups, Nondiscriminatory Education, Open Enrollment, Racial Composition, Reverse Discrimination

Identifiers—*Bakke v Regents of University of California, Chicanos, *Supreme Court

As the decision in the Bakke case drew near, Chicanos addressed the question of what they and higher education could do to insure increased minority admissions into graduate and professional schools. Commonly suggested proposals of changing formal admissions criteria and direct intervention by the law and government often cause more problems than they solve and, at best, address only a small part of the difficulties and dialogue between minority applicants and higher education. As an alternative to those simplistic suggestions, a combination affirmative action approach could include, but not be limited to, some variation of an open admissions system, changes in the traditional ways of selecting faculty members, moving the direct responsibility for minority admission to higher levels of administrative responsibility, precisely defining service areas for different minority populations, recognizing and using the political profiteering that

accompanies present admission practices, retesting terminology to eliminate ambiguous phrases and ambivalent wording, and initiating a low budget commission to study the applicability of open access in graduate and professional training. (Author/NEC)

ED 192 938

RC 011 780

Van Brocklin, Bruce, Ed.

Learning Years: Profiles in Indian Adult Education.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date—79

Note—54p.

Available from—UIATF, PO Box 99253, Seattle, WA 98199 (free while supply lasts).

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Adult Students, American Indian Education, *American Indians, Biographies, *Educational Attainment, *Educational Benefits, *Educational Opportunities, Employment Opportunities, *High School Equivalency Programs, Motivation, Participant Satisfaction, Quality of Life

Biographical sketches of 37 American Indian adults who successfully completed high school equivalency programs are compiled in this booklet designed to meet the two-fold purpose of honoring adult Indian students who have overcome hardships to achieve their educational goals and improving the educational outlook for Indian children through encouraging Indian parents to participate in educational programs. The biographical sketches are arranged under 22 Indian adult education programs, many funded by Title IV of the Indian Education Act of 1972. The biographies, ranging in length from one to several paragraphs, report the educational accomplishments of Indian adults of all ages (from late teens to late sixties), representing over 15 tribes. Emphasis is placed on the individuals' reasons for dropping out of school, their motivation for resuming study, and the benefits from obtaining the GED (General Educational Development Test) diploma. Frequently reported benefits are feelings of personal accomplishment, better jobs, and the opportunity to enroll in higher education degree programs. The booklet includes photographs of many biographies and addresses, phone numbers, and contact persons for each of the participating programs. (JH)

ED 192 939

RC 011 830

Training Home Economists for Rural Development. Report of a Global Study on the Development of Criteria for Establishing Training Institutions for Home Economics Staff in Rural Development. FAO Economic and Social Development Paper 6.

Cornell Univ., Ithaca, N.Y.

Spons Agency—United Nations Food and Agriculture Organization, Rome (Italy).

Report No.—ISBN-92-5-100639-3

Pub Date—78

Note—121p.

Available from—UNIPUB, 345 Park Avenue South, New York, NY 10010 (\$6.75).

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Attitudes, Change Agents, *Competence, Criteria, *Developing Nations, *Home Economics Education, Needs, *Program Development, *Role Perception, Rural Development, Skills, Surveys, Training Objectives

Identifiers—Africa, Asia, *Home Economists, Latin America

In 1973 a global study aimed toward the development of criteria for establishing institutions for training home economists for rural development programs was initiated by the Home Economics and Social Programmes Services of the Food and Agriculture Organization of the U.N. As a first step, a survey was developed on the variety of roles appropriate to both intermediate and higher level rural home economists, the knowledge, skills and attitudes needed to perform these roles successfully, and suggested criteria for setting up effective training programs. Questionnaires covering these 3 areas were sent to men and women working in different areas and at different levels of rural development in some 100 countries. Although the 375 returned responses varied according to region, overall, there was strong agreement on the major importance or

lack of importance of certain criteria items at each level. For example, home economists with intermediate level preparation, considered knowledge of motivation, management of human and non-human resources available to families, and nutrition and food most important. The intermediate training level skills perceived as important included interpersonal communication, using a variety of teaching techniques, and interesting others in home economics. This document gives the results of the survey and discusses responses and comments made by respondents from the African, Far East, Latin American and Near East Regions. (DS)

ED 192 940 RC 011 831
Population Concepts in Agricultural Training Curricula.

United Nations Food and Agriculture Organization, Rome (Italy).

Report No.—ISBN-92-5-100600-8

Pub Date—78

Note—16p.

Available from—UNIPUB, 345 Park Avenue South, New York, NY 10010 (\$5.50).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Change Agents, *Correlation, *Curriculum Development, Developing Nations, *Models, *Population Education, Rural Development, *School Role

Population education is the educational process which helps people understand the implications of population factors for the well-being of the individual, the family and society. Such education seeks to equip the individual with knowledge, understanding and skills that enable him to assess population situations and trends in terms of the problems they may pose and decide upon and take effective courses of action to help solve population-related problems. This kind of training is relevant to people working in agriculture and other areas of rural development because they should understand the impact of population factors on the programs they are seeking to initiate. Rural training institutes may include population education in their teaching program by (1) instituting a separate population course; (2) adding a population unit of study in existing courses, where appropriate; or (3) infusing population elements in relevant topics of existing courses. Depending upon the local conditions and available resources, one or more of these three alternatives may be employed. Population education could be integrated into the curriculum through teacher training, selection of courses containing the new element, potential resources, etc. Examples of courses fitting the three alternatives are appended. (DS)

ED 192 941 RC 011 832

Du Guerny, J.

Migration and Rural Development: Selected Topics for Teaching and Research, FAO Economic and Social Development Paper 3.

United Nations Food and Agriculture Organization, Rome (Italy).

Report No.—ISBN-92-5-100611-3

Pub Date—78

Note—65p.

Available from—UNIPUB, 345 Park Avenue South, New York, NY 10010 (\$5.50).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, *Change Agents, Civil Liberties, Demography, Distance, *Incentives, *Migration, *Relationship, Research Needs, Rural Areas, *Rural Development, Rural to Urban Migration, Rural Urban Differences, Theories

Identifiers—Urban Bias

In their role as change agents, rural development personnel often modify the environment in which they are operating when they introduce different technology, institutional modifications, etc. Because these actions can change the relationship between the rural population and its habitat and may encourage out-migration or in-migration, rural development personnel should become more sensitive to the relationship between rural development and migration. Intended for personnel working in the area of agriculture aid, this guide explores that relationship and points out needs for further research. Part I is designed to teach basic concepts, focusing on (1) conditions/measures which tend to act as disincentives to migration; (2) rural development

activities which tend to act as incentives to migration; and (3) rural development activities which tend to encourage migrants to rural areas to remain in their new destinations. Part II considers specific aspects of migration. Section I of Part II covers the urban bias, including its development, its effect on migration and rural development; the urban-rural dichotomy; and the urban-rural continuum. The second section discusses the significance of distance; its relevance to rural development agents; and several research approaches to distance, including physical, sociological, itemized, and global-comprehensive approaches. Section III considers human rights in relation to migration, and the final section outlines a theoretical approach to the role of development on some aspects of migration. (DS)

ED 192 942 RC 011 833

Learning From China. A Report on Agriculture and the Chinese People's Communes.

United Nations Food and Agriculture Organization, Rome (Italy).

Report No.—ISBN-92-5-100616-4

Pub Date—78

Note—112p.; By an FAO Study Mission (September 9-October 5, 1975).

Available from—UNIPUB, 345 Park Avenue South, New York, NY 10010 (\$6.75).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Agricultural Education, Agricultural Laborers, *Agricultural Production, *Change Strategies, *Collective Settlements, *Developing Nations, Human Resources, *Labor Utilization, Land Use, Living Standards, Organization, *Rural Development, Social Influences

Identifiers—*China

A nine-member Study Mission was organized by the Food and Agriculture Organization of the United Nations and visited China in 1975 to study Chinese approaches to agricultural and rural development in depth; to analyze the commune experience as an example of integrated rural development; and to try to determine in what ways the Chinese development experience—or some of its aspects—is replicable. Visiting 12 communes and 22 Mission-Related sites, the Mission found the Chinese waging a "total war" for agricultural production and against backwardness. All potential food sources were utilized; every sliver of land was cropped; even rooftop plots were used. Rivers and canals produced a harvest of organic matter, animal feed, foods, fish, ducks, and geese. Animal droppings, human excrement, crop wastes, and plant materials from city and household rubbish were all turned into compost and returned to the soil. They found that agricultural training was based on the needs of farmers, especially the poor and lower middle "farmers" and that agricultural students were guaranteed jobs upon graduation and returned, therefore, to the rural areas from which they came. This report describes the background of Chinese agricultural development, the Chinese approach to development, and their achievements as related to the commune system of organizing people for production. Implications for other developing countries are discussed. (DS)

ED 192 943 RC 011 860

An Urban-Oriented Fieldwork and In-Circuit Television Based Teacher Training Program for Bilingual Bicultural Education Focusing on Teachers of Limited English Speaking Ability School Age Students: A Model Program for the Urban Middlewest Schools (Milwaukee, Wisconsin), 1976-1977, Year 1, Final Report.

Wisconsin Univ., Madison. School of Education. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED). Washington, D.C.

Bureau No.—403EH60095

Pub Date—77

Grant—G00764777

Note—122p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Teachers, Demonstration Programs, Educational Objectives, Field Experience Programs, Higher Education, Latin American Culture, *Multicultural Education, Program Descriptions, Program Evaluation, Questionnaires, Scholarships, *Spanish Speaking, Student Teaching, Teacher Certification, *Teacher Education, *Teacher Education Curriculum, *Urban Education

Identifiers—*Limited English Speaking, Wisconsin

A detailed program description and evaluation are contained in the final report of a demonstration project designed to prepare certified teachers of limited English speaking ability students for bilingual bicultural education programs. The introductory section summarizes the purpose of the program, which offered traineeships to individuals intending to acquire a major or minor in bilingual education and to become proficient in both Spanish and English. The second section, the bulk of the report, presents objectives and courses for the four-year degree program leading to Wisconsin certification. Required and elective courses are listed by age levels (early childhood through secondary) and by program components (language, culture, professional preparation, and fieldwork in urban classrooms). Subsequent sections discuss selection of trainees, coordination between the university and local education agencies, and collaboration with the Center for Latin America. The final section contains the program evaluation, conducted by an independent evaluator and based on questionnaires administered to all staff and student members of the project. Appendices include a variety of project correspondence and the traineeship application and selection forms. (JH)

ED 192 944 RC 012 146

Saue, William E.

Information Needs Relating to Small-Farm Programs and Policies, ESCS Staff Report.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date—Jul 80

Contract—53-319S-9-02658

Note—42p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agriculture, Community Resources,

*Family Characteristics, Family Financial Resources, Farmers, *Federal Programs, Human Resources, *Information Needs, Low Income Groups, Objectives, *Policy Formation, *Research Methodology, Rural Extension, *Rural Farm Residents

Identifiers—Department of Agriculture, *Small Farms

Information about small farms is valuable at federal, state, and local levels to program managers and community developers, researchers and educators, policy makers and farm families themselves. Adequate information can help in the assessment of small farm program needs, development of appropriate policies, and management of effective programs, thereby aiding the well-being of the small farm family and its role in agriculture as a whole. Research activity regarding small farms has increased in the 1970's and has included more reports, extension education directed to small farm families, legislation, small farm research agenda studies and workshops, activities of small farm advocates, and other initiatives of the United States Department of Agriculture. Future policy formation and program management requires information in seven main categories: small farm definition and criteria; the goals and goal achievement of small farmers; their problems and disadvantaged circumstances; available human resources; available farm resources; community institutions; and the family's current use of available resources to achieve its goals and solve its problems. No national or state-wide secondary data source adequately includes all this information. (Author/SB)

ED 192 945 RC 012 190

Foster, Carl G., Ed. And Others

Reservation Schools and 95-561: The Administrator and the Curriculum.

Northern Arizona Univ., Flagstaff.

Spons Agency—Office of Education (DHEW).

Washington, D.C.

Pub Date—1 Aug 80

Grant—G007803217

Note—79p.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Responsibility, *Administrator Role, *American Indian Education, *American Indian Reservations, American Indians, Bilingual Education, *Curriculum Development, Elementary Secondary Education, Equalization Aid, Federal Legislation, Leadership Styles, Leadership Training, Nontraditional Education, Private School Aid, *School Administra-

tion
Identifiers—*Basic Indian Education Act, Bureau of Indian Affairs. *DINE Project, Native Americans

This collection of nine essays and reports which deal with issues of importance in the progression of Native American education was published by members of the Dine Teacher Corps Project '78 in an effort to stimulate the thinking of curriculum practitioners; content is aimed at affecting administrative styles and the construction and implementation of curriculum. An introduction relates a brief history of Indian Education and reports that the most fundamental need presently is for a change in point of view. Chapters one and two are devoted to the administrative leadership styles necessary for programming; the third and fourth discuss the administrator's role in the development of instructional programs; the fifth and sixth use specific bilingual programming to show the relationship a curriculum must have to particular Indian values, experiences, and needs; and the seventh, eighth and ninth chapters report studies on inservice, financial planning, and leadership programs which are designed to assist the administrator to successfully facilitate effective changes in Native American education. (JD)

ED 192 946 RC 102 197

Sauvageau, Juan

Stories That Must Not Die, Volume Two.

Pub Date—76

Note—51p. For related documents, see RC 011 390 and RC 012 198-199.

Available from—Oasis Press, PO Box 6836, Oakland, CA 94603 (\$2.50 per volume).

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Collected Works - General (020) — Creative Works (030)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Childrens Literature, *Cultural Background, Elementary Secondary Education, *Folk Culture, *Legends, *Local History, *Mexican American Literature, Mexican Americans, Multicultural Education, Tales, Vocabulary

Identifiers—*Texas (South)

Included in this entirely bilingual (Spanish and English) text are 10 traditional tales from the Southwest intended to promote interest in bilingual/bicultural programs and to preserve the colorful folklore of the area. The stories, with black and white illustrations, involve folklore (The Poor Little Naked Bird, "The Devil Takes a Bride", "The Road Runner and the Coyote"); history (The Revenge of the Oppressed, "Stolen by the Comanches", "The Junipero Serra of Texas"); local legend (The Lady in Black, "The Headless Rider", "All or Nothing"); and a children's story (The Royal Beggar). The Spanish and English texts are presented side by side, although the translations are not literal. Following each story are about 20 questions in Spanish and English, some about the story itself and others suggested by the subject matter. Completing the book is a vocabulary section in which 30 to 40 words per story are presented as vocabulary words in both languages or as cognates. The book is second in a series of four. (SB)

ED 192 947 RC 102 198

Sauvageau, Juan

Stories That Must Not Die, Volume Three.

Pub Date—76

Note—53p. For related documents, see RC 011 390, RC 012 197 and RC 012 199.

Available from—Oasis Press, PO Box 6836, Oakland, CA 94603 (\$2.50 per volume).

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Collected Works - General (020) — Creative Works (030)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Childrens Literature, *Cultural Background, Drinking, Elementary Secondary Education, *Folk Culture, *Legends, *Local History, *Mexican American Literature, Mexican Americans, Multicultural Education, Tales, Vocabulary

Identifiers—*Texas (South)

Local history and legends of spirits appear often in this bilingual Spanish and English collection of 10 Southwest traditional tales, intended to promote interest in bilingual/bicultural programs and to preserve the colorful folklore of the area. Black and white drawings accompany the stories which deal

with animals ("A Parrot for Christmas", "An Eye for an Eye"); local history and legend ("The Rangers", "Don Pedro's Triumph", "The Cuddling Ghost", "The Voice", "A Watch from the World Beyond"); folklore ("The Magical Pears"); and the social problem of drinking ("Not Only One but Two Devils", "I Wanted to See Mama Also"). The English and Spanish non-literal translations of each story appear together, followed by a series of related questions, also in both languages. The Spanish-English vocabulary section which completes the book contains about 30-40 words and cognates per story. The book is the third in a series of four texts. (SB)

ED 192 948 RC 102 199

Sauvageau, Juan

Stories That Must Not Die, Volume Four.

Pub Date—78

Note—55p. For related documents, see RC 011 390 and RC 012 197-198.

Available from—Oasis Press, PO Box 6836, Oakland, CA 94603 (\$2.50 per volume).

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Collected Works - General (020) — Creative Works (030)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Childrens Literature, *Cultural Background, Elementary Secondary Education, *Folk Culture, *Legends, *Local History, *Mexican American Literature, Mexican Americans, Multicultural Education, Tales, Vocabulary

Identifiers—*Texas (South)

Fourth in a series of bilingual (Spanish and English) texts intended to promote interest in bilingual/bicultural programs and to preserve the colorful folklore of the Southwest, this text contains 10 traditional tales from the area. Accompanied by black and white illustrations, the tales concern local legends and personalities ("Thunder Ramirez", "In Love With a Dead Man", "Smoke for Christmas"); folklore, especially relating to wedding customs ("The Bride Said No", "Watch Out for Short Cuts", "Nothing but the Shoes", "A Devil in the Well", "The Perfume that Kills", "Crazy but Not as Much as All That"); and animals (The Jealous Barn Owl). English and Spanish versions of each story are presented side by side, followed by a series of questions (also in both languages) suggested by the subject matter and directly related to the story. The book ends with a vocabulary and cognate section, listing 30-40 words in both languages for each story. (SB)

ED 192 949 RC 102 202

Report of the National Indian Child Conference: The World of the Indian Child (2nd, Phoenix, Arizona, November 25-28, 1979).

Save the Children, Albuquerque, N. Mex.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Coca-Cola Bottling Corp. Foundation, Cincinnati, Ohio.

Pub Date—Nov 79

Grant—DHEW-H-9072

Note—84p. For related document, see ED 183 354. Not available in paper copy due to colored paper and print.

Pub Type—Collected Works - Proceedings (021) **EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, *American Indian Education, *American Indians, Career Development, Child Abuse, *Child Development Centers, Children, *Child Welfare, Community Development, Drug Abuse, Federal Indian Relationship, Health Needs, *Human Resources, Leadership Training, Nutrition, Parent Child Relationship, Parent Participation, Quality of Life, Recreation, *Special Programs, Staff Development, Tribes, Youth Problems

Identifiers—Arizona (Phoenix), *National Indian Child Conference 2nd

Essential goals and related objectives for increased effectiveness are presented in conference addresses and in workshops to aid those involved in planning and implementing programs for Indian children. Roles and responsibilities are stressed in the conference addresses, which are titled: "Roles and Responsibilities of Family and Community in Indian Education," "Children and the Bureau of Indian Affairs," "The Robert Kennedy Foundation," and "Powerful Partners: The Role of Parents and the Federal Government in Improving the World of the Indian Child". In the workshops, emphasis is placed on identification of the major problems an Indian child faces and on replication of programs that have been successful in solving these problems. Topics which are addressed in the workshops are: Indian youth, general education, nutrition, career development, parent/child relations, government/legislative, community development, health, recreation, special programs, staff development, child abuse, and early childhood. Also included are a conference evaluation report and list of conference presenters with tribal affiliations. (CM)

ED 192 950 RC 102 204

Kishbaugh, Darlene And Others

A Viable Alternative: Rural Volunteer Emergency

Medical Coordinators.

Georgia Inst. of Tech., Atlanta.

Spons Agency—National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.

Pub Date—Aug 80

Grant—HS-02507

Note—20p. Paper presented at the annual meeting of the Rural Sociological Society (Ithaca, NY, August 19-23, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Community Health Services, Delivery Systems, *Emergency Programs, *First Aid, Human Resources, Medical Services, Pilot Projects, Program Descriptions, *Rural Areas, Rural Population, *Training Methods, *Volunteers

Identifiers—Emergency Medical Coordinators, Emergency Medical Services, *Georgia

A pilot project to assess the usefulness of rural volunteer Emergency Medical Coordinators (EMCs) was initiated in 36 rural Georgian towns of less than 2,000 population. An EMC program was established in those 36 rural towns that had no physician or ambulance service, to provide a rapid response to accidental injuries in order to maintain life while professional help was on the way. Selected for the program by their communities according to certain criteria, the EMCs possessed two common traits—the realization that their town needed a "first responder" and the dedication to become an EMC. After EMC candidates had studied an assigned text and workbook, they attended class sessions in Atlanta for 40 hours of formal training. Large group presentations were reviewed and expanded in small group practice sessions. Trained EMCs have taken refresher classes and have maintained knowledge and skills by being observers in ambulances and hospital emergency rooms. As a result, volunteers have been praised for their lifesaving ability and 11 have received lifesaving certificates. While data collection has not been completed, it has been concluded that EMCs have been a viable alternative to the lack of health care manpower in rural areas and have been seen as an important element in rural development, with an expected high impact on the delivery of emergency medical services through the effective use of existing manpower resources. (AN)

ED 192 951 RC 102 210

State Appalachian Development Plans and Investment Programs for Fiscal Year 1980. ABSTRACTS.

Appalachian Regional Commission, Washington, D.C.

Pub Date—May 80

Note—79p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Abstracts, Child Development, *Community Development, Educational Facilities, *Financial Support, Health Services, Housing, Industrialization, *Needs, *Objectives, *Rural Development, *State Programs

Identifiers—Appalachia, *Appalachian Regional Development Program

The Appalachian Regional Commission (ARC), established by Congress in 1965 as a means of relieving the chronic economic and social distresses of the Appalachian region, is composed of the governors of the 13 states that comprise Appalachia. Local development plans, based upon needs and priorities, are presented to ARC every year by the governor of each state. Abstracts of each state's development plan are presented in terms of objectives, needs and priorities, and investment programs for fiscal year 1980. Community Development, primarily in the areas of water and sewer systems, is named as the top priority objective by 11 of the 13 states involved. Health Care and Housing are

listed by nearly half of the states as the next most important areas of concern. Child Development, Education, and Enterprise Development are equally weighted as the third most important goal named. (CM)

ED 192 952 RC 012 228

Enlow, George. And Others

Missouri Small Farm Family Program. Revised.
Lincoln Univ., Jefferson City, Mo. Extension Div.;
Missouri Univ., Columbia. Extension Div.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—Oct 79

Note—26p.; Not available in paper copy due to publisher's preference. For related document, see ED 186 165.

Available from—Extension Information, 1-98 Agriculture Building, University of Missouri, Columbia, MO 65211.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Farmer Education, *Agricultural Production, Agriculture, Economic Status, Extension Agents, *Family Characteristics, Family Financial Resources, *Farm Management, Homemaking Skills, Low Income Groups, Postsecondary Education, *Quality of Life, *Rural Extension, *Rural Family
Identifiers—Missouri, Off Farm Employment, *Small Farm Family Program

Records maintained by rural extension designers on the Missouri Small Farm Family Program, (initiated in 1972 by the cooperative extension service to help low income farm families learn to use available resources to improve their quality of life) provided data re: family characteristics, farm improvement progress, and improvement in the quality of life of participating families. About half of the heads of household and homemakers were 45 years old or less and had at least a high school education; approximately one-third of the reporting families had 5-10 years of farming experience, and the head of household also had off-the-farm employment. In order to increase income, most families had to expand present enterprises or add new ones. Raising swine and beef cows, dairying, and improving land use for hay and pasturing were among the primary enterprises. Forty percent of the families increased their net income, worth and savings over the previous year, indicating that better management can increase income. Improvement in the quality of life was appraised by assessing the increase in home gardening, which reduced food costs, improved diet and health, and provided enjoyable family activities; and the improvement of family resources, which increased food preservation and production, improved farm and home record management, and promoted home weatherization practices. (JD)

ED 192 953 RC 012 232

Every Child's Right to Food: A Handbook on Federally-Funded Child Nutrition Programs.

Children's Rights Group, San Francisco, Calif.
Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date—78

Note—75p.; Not available in paper copy due to colored paper.

Available from—Children's Rights Group, 693 Mission Street, Suite 500, San Francisco, CA 94105 (booklet, \$5.75 ea., information packets, \$3.00 ea., slides, \$25.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Breakfast Programs, *Child Advocacy, Day Care, Elementary Secondary Education, Federal Programs, Food, *Lunch Programs, *Migrant Children, Nutrition, Preschool Education, *Program Development, Resource Allocation, School Community Programs, *Summer Programs
Identifiers—*National School Lunch and Child Nutrition Act 1975

In recognition of the fact that food is an important step in the educational process and in order to generate new child nutrition programs in communities across the nation (especially in rural communities with significant numbers of migrant farmworkers' children), basic information is presented about four federally funded child nutrition programs. Details

offered on the National School Lunch Program, National School Breakfast Program, Summer Food Service Program, and Child Care Food Program include rules for participation, required foods, rates of reimbursement, non-food aid, federal commodities, and sponsorship. Ideas are discussed for developing a child nutrition program in any community (form a committee, visit the school superintendent, build a coalition, use the media, offer resolutions at various community meetings, speak individually to school board members, and make a strong presentation to the school board). One chapter is devoted to the special needs of the 680,000 migrant children attending public schools in the United States. It is noted that full implementation of the child nutrition programs would free those Title I Migrant Education funds now sometimes used for food and would assure better nourishment and a better education for migrant children. Order forms are appended for information packets, slide shows, and posters. (AN)

ED 192 954 RC 012 242

Miller, Barbara, Ed.

Career and Vocational Education for Small Schools: A Guide for Planning and Implementation. Revised.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date—80

Note—98p.; For related document, see ED 137 010. Prepared by Small Schools Career Education Developmental Project of Oregon State Department of Education.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, *Career Education, Community Involvement, Curriculum Development, *Elementary Secondary Education, Environmental Education, Home Economics, Industrial Arts, Interdisciplinary Approach, *Pilot Projects, Program Descriptions, *Program Development, Program Implementation, *Small Schools, Student Organizations, Vocational Education

Identifiers—Creative Career and Vocational Education Project, *Oregon, *Small Schools Career Education Development Project

Oregon offers this guide to assist educators in establishing career education programs in small schools. K-12. Section 1 gives suggestions for promoting awareness, exploration, and preparation and lists goals for incorporating career educational concepts into all areas of the curriculum. Emphasis is placed on vocational clusters and special programs, home economics, industrial arts, guidance, community involvement, advisory committees, vocational student organizations, and energy education. Section 2 contains an updated report on the results of the pilot project at Amity, Condon, and Lost River. Each school has developed a different approach based on local needs and resources. The Creative Career and Vocational Education Project (1977-1980), funded to assess difficulties in establishing career and vocational programs in schools with an enrollment of 75 or fewer students, is now in progress at 2 high schools (Alsea and Mitchell). Section 3 presents profiles of the current career and vocational programs and activities in Oregon's small schools. The profiles indicate that emphasis is placed on career awareness and exploration in grades K-8 and on development of career related skills and competencies in grades 9-12. High school programs are numerous and varied. Names of contact persons for each school are included, and inquiries and personal visits are encouraged. (CM)

ED 192 955 RC 012 243

Trimble, Joseph E. And Others

Minority Elderly Adaptation to Life-Threatening Events: An Overview with Methodological Consideration.

Spons Agency—National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Pub Date—9 May 80

Grant—DHEW-1-R01-AG-01908-01

Note—30p.; Paper presented at the Western Psychological Association (Honolulu, HI, May 5-9, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), American Indians, Blacks, Coping, Cultural Influences, *Emotional Response, *Ethnic Groups, Hispanic Americans, *Minority Groups, *Older

Adults, Social Science Research, Socioeconomic Influences, Stress Variables

Identifiers—*Life Threatening Events

A review of pertinent research on the adaptation of ethnic minority elderly to life-threatening events (personal, man-made, or natural) exposes voids in the research, presents methodological considerations, and indicates that ethnic minority elderly are disproportionately victimized by life-threatening events. Unusually high numbers of fatalities/injuries are found among the aged and minorities after natural disasters. This fact may be partially attributed to physiological deficiencies, sociocultural factors, and/or economic circumstances of the elderly and minorities. However, there is conflicting evidence regarding the psychological impact of disasters on the elderly, therefore other mitigating variables need to be explored before age differences in emotional adaptation can be more fully understood. In addition to natural disasters, life-threatening events may take the form of illness or injury of self or loved one, war, vehicular accidents, explosions, collapse of buildings. This research review manifests some methodological concerns (issues of cultural encapsulation, culturally sensitive classifications, the influence of folk beliefs on decision-making, and appropriateness of survey instruments/ items/scaling procedures) and underscores the need for future studies of the aging process, ethnicity, and adaptation to the stresses in life. (AN)

ED 192 956 RC 012 244

A Guide for Evaluating and Selecting Multicultural Instructional Materials.

Illinois State Board of Education, Springfield.

Pub Date—[74]

Note—30p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Pluralism, Elementary Secondary Education, *Ethnic Bias, Evaluation Criteria, *Evaluation Methods, Guidelines, *Instructional Materials, *Media Selection, *Multicultural Education, *Racial Bias, State Legislation, Stereotypes, Textbook Selection
Identifiers—Cultural Contributions, *Illinois

Designed for both school and community personnel, this guide provides assistance in the evaluation and selection of ethnically valid instructional materials which reflect the role and contributions of the diverse racial and ethnic groups in American society. There is a list of 10 criteria for the selection of instructional materials and a statement of the major considerations involved in choosing textbooks that are racially unbiased. The principal method of evaluation described consists of a series of questions with examples which teachers, educators, publishers, or parents can use to examine the content of either individual passages or an entire text for ethnic or racial bias. The questions focus on omissions, stereotypes, distortions, impositions of standards, contributions, and derogatory language. The guide also suggests a method for correcting unacceptable passages. Finally, there are content analysis questions to be applied to the work as a whole. The appendices include names and addresses of the Illinois regional advisory committees, names and addresses of textbook publishers, and a plan for the effective use of these guidelines. (CM)

ED 192 957 RC 012 245

Opalka, Sandra H. And Others

First Grade Yup'ik Lessons.

Western Regional Resource Center, Anchorage, Alaska.

Pub Date—Jun 80

Note—51p.

Language—English; Yup'ik

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indian Culture, *American Indian Education, Audiolingual Skills, Behavioral Objectives, Concept Formation, *Eskimo Aleut Languages, Eskimos, *Grade 1, Intellectual Development, Language Acquisition, *Native Language Instruction, Primary Education, Psychomotor Skills

Identifiers—Alaska, *Yupik

Representative of the 30 units comprising first grade Yup'ik lessons, units on clothing, animal families, dog teams, and potlatch (generally a celebration for the dead) are detailed in these lesson plans. Each of the four units is prefaced by a statement of concept/recall objectives. Ak' A Piyarar concept objectives (cultural aspects), and skills objectives. Each lesson in the unit is divided into three sections:

developmental language activities, vocabulary practice, and intellectual development. Language content for each lesson is presented in both English and Yup'ik. In addition, skills to be developed and materials to be used are listed for each of the three sections. Enrichment activities are also included at the end of each unit. (CM)

ED 192 958 RC 012 246

Indian Youth Leadership Conference Report.
Arizona State Dept. of Education, Phoenix.
Pub Date—Sep 79

Note—40p.; Report of the Arizona Johnson-O'Malley Indian Youth Leadership Conference (White-river, AZ, September 28-30, 1979).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, American Indians, Failure, *Group Dynamics, Leadership Styles, *Leadership Training, *Problem Solving, Secondary Education, Self Concept, Success, Summative Evaluation

Identifiers—Arizona, *Del Becq Model

Participating in an Indian youth leadership conference which used a group interaction model were 125 persons from various school districts, tribes, and Indian organizations throughout Arizona. Goals of the conference were: (1) to give Indian students the opportunity to express needs and exchange resources and ideas leading to possible solutions and plans for action in Indian education; (2) to provide opportunities for Indian student leadership skills; and (3) to encourage Indian students' participation in problem-solving activities. A pre-conference training session conducted in the Del Becq model for group activities was held for 25 student facilitators. Conference participants prioritized their concerns for Indian education and arrived at possible solutions for alcohol and drug abuse, lack of good self-concept and pride, lack of participation in school activities, dropouts, peer pressure, and lack of encouragement at home. Workshops were held on counseling and various aspects of leadership. The workshop speakers all referred to the Blueprint for Success/Failure which indicated the needs, possible solutions, and plans for action in which Indian students can participate. Participants evaluated the conference and made recommendations for future conferences in this area. (AN)

ED 192 959 RC 012 247

Kuvlesky, William P.

Minority Group Orientations: Are Rural Mexican American Youth Assimilation-Prone or Pluralistic?

Texas A and M Univ., College Station, Texas
Agricultural Experiment Station.

Pub Date—Oct 79

Note—47p.; Paper presented at the annual meetings of the Association for Humanistic Sociology (Johnstown, PA, October, 1979). Paper contributes to TAES Research Project H-3286, "Quality of Life As Influenced By Place of Residence".

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, *Biculturalism, Cultural Isolation, *Ethnicity, *Integration Readiness, Intergroup Relations, *Mexican Americans, Orientation, *Rural Youth, Sex Differences, Social Integration

Utilizing data from several studies done at Texas A&M University during the last 12 years, this paper develops a systematic interpretation of the idea of "minority-group orientation" and tests the adequacy of these concepts as an aid to understanding potential diversity among rural Mexican American youth with regard to intergroup fusion. The paper lists three major levels of interpenetration (cultural, social-structural, and psychological) and elaborates on four subtypes under each major level. An assessment of the data as it relates to the interpenetration levels produces these conclusions: (1) few rural Mexican American youth desire extreme ethnic differentiation; (2) a substantial amount of diversity exists in both nature and degree; (3) the major type of orientation desired across the level-type in each case represents "substantial" but not "complete" fusion; (4) in terms of cultural and social-structural fusion, subjects were possibly not uniformly in favor of comprehensive intergroup fusion; (5) females are more likely to be assimilation-oriented than males. (CM)

ED 192 960 RC 012 248

Kuvlesky, William P.

Overcoming Barriers to Employment of Disadvantaged Rural Minority Youth.

Texas A and M Univ., College Station, Texas
Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Jun 80

Note—38p.; Paper presented at the Symposium on Minority Youth Employment and Rural Disadvantaged Youth (Edinburg, TX, June, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biculturalism, *Disadvantaged Youth, Employment Counselors, *Employment Opportunities, *Individual Differences, *Mexican Americans, Minority Groups, Needs Assessment, Occupational Aspiration, *Program Development, *Rural Youth, Sex Differences, Sociocultural Patterns, State Federal Aid

If youth employment programs for rural areas are to be successful in helping rural youth to find employment that is both desirable and developmental, the diversity of ability, skills, needs, life goals, and particular circumstances of these young people must be taken into consideration. According to a 1976 study by Kuvlesky and Edington, there is a strong tendency for particular ethnic patterns to exist in the occupational aspirations of rural disadvantaged youth. There is also great intracategory variability for each ethnic-gender type. Findings over a 10-year period indicate that Mexican American youth are socially, culturally, and psychologically bi-ethnic but that they vary in terms of what ethnic subculture traits they want to maintain and in what social contexts they desire to interact with Anglos. In general, Mexican American girls are more comfortable in bi-ethnic work situations than are many Mexican American boys. Though youth vary in the type of employment they want and need, they are very concerned about getting employment and earning money. There is a shortage of jobs for disadvantaged rural youth and a lack of diversity in those jobs that are available. A state and federally funded national policy aimed at improving employment opportunities, social and work skills, and counseling services for disadvantaged rural youth is one means of correcting this situation. (CM)

ED 192 961 RC 012 249

Herriott, Robert E.

Federal Initiatives and Rural School Improvement: Findings from the Experimental Schools Program.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—41p.; Paper copy not available due to publisher's preference. For related document, see RC 012 250.

Pub Type—Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, Educational Change, *Educational Needs, Elementary Secondary Education, *Federal Programs, Federal Regulation, Needs Assessment, *Program Design, *Program Evaluation, Program Implementation, *Relevance (Education), Rural Education, *Rural Schools, School Administration, School Community Relationship, Technical Assistance

Identifiers—*Experimental Schools Program

Abt Associates' concluding report on its research of the federally funded Experimental Schools (ES) program identifies educational needs in rural schools, introduces the substance of the ES program, and presents the major findings of the research in terms of the dynamics of rural school districts and the design and implementation of federal programs to facilitate rural school improvement. The report discusses 9 areas of concern in understanding the sociocultural context of rural schools which can both facilitate and constrain the educational change process, and defines 12 problem areas likely to be faced by program planners and project officers involved in designing and implementing federal programs in rural school districts. The researchers conclude that programs and procedures which are successful in urban and suburban districts should not arbitrarily be applied to rural school districts, and suggest that the federal government reconsider the special needs and characteriza-

tions of rural school districts in light of the findings of the ES research. Appendices include bibliographies of project reports, writings, and papers, as well as a description of each of the 10 rural ES districts. (JD)

ED 192 962 RC 012 250

Deal, Terrence E. Nutt, Samuel C.

Promoting, Guiding, and Surviving Change in School Districts.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Contract—400-78-0034

Note—68p.; One in a series of reports of The Longitudinal Study of Educational Change in Rural America. Not available in paper copy due to publisher's preference. For related document, see RC 012 249.

Pub Type—Guides - General (050) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Role, Change Agents, *Change Strategies, Conflict Resolution, Educational Assessment, *Educational Change, Elementary Secondary Education, *Federal Programs, Federal Regulation, Needs Assessment, Organizational Development, Program Evaluation, *Relevance (Education), *Rural Schools, School Administration

Identifiers—*Experimental Schools Program

Compiled for school administrators who must initiate or respond to external mandate for change, this guide draws on the experiences of 10 rural school districts that participated in the federally funded Experimental Schools (ES) program for perspectives that can be used in the successful management of change efforts in school districts. Organized around four areas of knowledge which administrators need in order to promote, guide, and survive changes, the booklet emphasizes the importance of understanding: (1) an accurate and realistic image of organizational settings; (2) the change process and its important stages; (3) the pitfalls and opportunities that previous efforts have revealed; and (4) ideas for designing strategies which can be effectively used in a particular local context. Discussions of case studies of the ES districts reveal how the change process unfolds and how conflicts can be resolved; outline an image for viewing change in educational organizations; and offer specific guidelines for approaching change in small school districts. (JD)

ED 192 963 RC 012 252

Padgett, Steven Gibbs, Leonard

Forecasting Repeat Child Abuse from Initial Social Worker Reports: A Metropolitan and Non-metropolitan Comparison.

Pub Date—20 Aug 80

Note—18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Ithaca, NY, August 20-23, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, *Case Studies, *Child Abuse, *Comparative Analysis, Demography, Injuries, Metropolitan Areas, *Prediction, *Rural Urban Differences, Social Science Research, Social Services

Identifiers—Nonmetropolitan Areas, *Wisconsin

Since the phenomenon of reabuse is postulated as being more probable after initial child abuse than is the probability of an initial abuse and since only modest inquiry has been directed at this phenomenon, research was conducted to answer two questions: Is there patterning to reabuse? And if so, is this different in metro and nonmetro environments? Data were derived from the official Wisconsin Central Registry of Child Abuse reports for January 1973 - May 1978, during which time a very structured instrument was used for 10,666 reports. General variable areas investigated were geographical environment, abuse incident characteristics, demographic characteristics, and case management by the social worker. Of the certain or legally established cases, 2,439 (56.5%) were metro and 1,874 (43.5%) were nonmetro cases. This constituted an averaged annual abuse rate of 48.3 metro and 54.1 nonmetro per 100,000 children. Retained for analysis were 310 reports (152 metro/158 nonmetro) where reabuse had occurred and had been recorded. This constituted an averaged annual reabuse rate of

0.30 metro and 0.46 nonmetro per 100,000 children. It was concluded that there was patterning but not very strong and that the patterning was somewhat different in metro/nonmetro areas. It was also concluded that the model developed for forecasting was only slightly better than chance. (AN)

ED 192 964 RC 012 255

Indian Health Service Oversight and Reauthorization of Indian Health Care Improvement Act. Hearing before the Select Committee on Indian Affairs, United States Senate, Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date—80

Note—116p. Paper copy not available due to small print size.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agency Role, American Indian Education, *American Indians, *Delivery Systems, Federal Indian Relationship, Health Facilities, *Health Services, Labor Force Development, *Medical Education, Postsecondary Education, Reservation American Indians, Secondary Education, Self Determination, *Student Recruitment, Tribes, Trust Responsibility (Government), Urban American Indians

Identifiers—*American Indians Into Medicine Program, Indian Health Care Improvement Act, *Indian Health Service, Indian Self Determination Education Assistance Act

The transcript of the March 28, 1980, Senate hearing on the Indian Health Service (IHS) and reauthorization of the Indian Health Care Improvement Act (Public Law 94-437) held in Billings, Montana, is presented with testimony from the Three Affiliated Tribes of North Dakota, Montana Indian Association, Montana Indian Health Board, Fort Peck Tribe, Crow Tribe, Omaha Tribe of Nebraska, Northern Cheyenne Tribe, Fort Belknap, Flathead Tribe, and Devils Lake Sioux Tribe. Testimony is included on Public Law 93-638 (the Indian Self-Determination and Education Assistance Act), various aspects of IHS, Indian health services/facilities/programs, problems of reservation Indians and of Montana's urban Indians. Testimony includes requesting renewed funding for the American Indians Into Medicine (INMED) Program under Title I of Public Law 94-437, which provides for Indian health manpower development. Details are included on INMED, which is based at the University of North Dakota, and serves 22 reservations in North Dakota, South Dakota, Montana, Wyoming, and Nebraska. INMED is described as a program which identifies prospective medical career students from all grade levels and aids them in obtaining an advanced degree in the medical field. Appended are statements from Wind River Arapahoes and the National Urban Indian Council. (AN)

ED 192 965 RC 012 258

Beaulieu, Lionel J.

A Critique of the Freudenberg Energy Boomtown Study from a Field Theory Perspective.

Pub Date—20 Aug 80

Note—14p. Paper presented at the annual meeting of the Rural Sociological Society (Ithaca, NY, August 20-23, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Citizen Participation, *Community Characteristics, *Community Coordination, Community Development, *Cooperative Planning, Educational Facilities Planning, Facility Planning, Problem Solving, Quality of Life, *Rural Development, Theories

Identifiers—*Boomtowns, Colorado, *Field Theory The persons and groups who held lead roles in the development of an electricity generating plant near Craig, Colorado, and/or aided in problem solving activities are the concerns of this examination of boomtown studies in which field theory is employed as a framework for assessing Craig's community structure characteristics. The usefulness of field theory is assessed in regard to enhancing a locality's capacity to deal with the boomtown phenomenon. A segmented community structure in Craig is exposed by an analysis of the actions taken by various persons and groups (including constructing new schools); and a common theme is revealed by a re-

view of other boomtown studies, namely, that managing rapid change in a community is possible if local residents and groups can work cooperatively in identifying and solving common problems. It is concluded that field theory can provide a framework for the development of a local structure which can effectively plan for change, a structure that establishes programs which are comprehensive as to interests and coordinated as to effort. It is also concluded that if Craig and other boomtowns could have developed this type of coordinated local structure, the negative consequences of the boom on the host community would have been minimized. (AN)

ED 192 966 RC 012 259

Garkovich, Lorraine

The Population Turnaround in Central Appalachia: A Focus on Eastern Kentucky Coal Counties.

Pub Date—19 Aug 80

Note—26p. Paper presented at the annual meeting of the Rural Sociological Society (Ithaca, NY, August 19-23, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Area Studies, Comparative Analysis, Educational Status Comparison, *Employment Opportunities, *Extended Family, *Migrants, Migration Patterns, *Motivation, Quality of Life, Regional Characteristics, Rural Areas, Rural Population, Sociocultural Patterns, *Socioeconomic Status, *Urban to Rural Migration

Identifiers—Appalachia (Central), *Kentucky (East)

Examining the reversal in out migration since 1970, this study of seven coal-producing, non-metropolitan counties in Eastern Kentucky explored employment related reasons for moving and compared socioeconomic characteristics of residents and migrants. Viewed as typical of major social and economic trends in central Appalachia, Kentucky was chosen for the mail questionnaire survey involving a sample of 2,958 registered voters, whose response rate was 68.9%. Results indicated: (1) strong kinship networks existed in the area; (2) the main reasons for moving to the area were family ties, employment, environment, and retirement; (3) migrants returning because of family ties were younger, less educated, more likely to hold blue-collar jobs, and had lower income; and (4) Kentucky residents were older, less educated, and more likely to hold white-collar jobs than migrants. Conclusions were: (1) kinship ties were seen as a major auspice of migration that may provide a social organization within which migration occurs, even among people who are seeking employment; (2) recent improvements in the coal industry have not been the major stimulus for migration, as quality of life and extended kinship ties were deemed more important reasons for return migration; (3) the "revival of non-metropolitan America" should be seen as a multifarious phenomenon. (JD)

ED 192 967 RC 012 261

Klees, Sue. Comp. Jess, James D. Comp.

Survival in the 80's. People United for Rural Education Conference Report 1980 (3rd).

People United for Rural Education, Alden, Iowa. Pub Date—80

Note—65p. Proceedings of the People United for Rural Education Conference (3rd, Des Moines, IA, January 31-February 1, 1980). Photographs may not reproduce clearly.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Community Education, *Community Involvement, Consolidated Schools, *Delivery Systems, *Educational Finance, Elementary Secondary Education, *Equal Education, Federal Aid, *Federal Government, *Government School Relationship, *Rural Education, Rural Schools, Shared Services, Special Education, Teacher Education, Telecommunications

PURE's (People United for Rural Education) third national rural education conference focused on the survival of rural education in the 1980's. The conference was divided into 4 general sessions and 15 concurrent sessions. Topics addressed in the general sessions were: projections for rural education in the Midwest; considerations for financing rural schools; design of a non-graded, individualized school in Utah; the need for cooperative action in strengthening rural education; community schools versus consolidation; encouragement of federal concern with rural education; and congressional points

of view. Subjects which were presented in the concurrent sessions included: the role of the woman administrator; activity time and generation of teacher enthusiasm; sharing professional services (Iowa's small school project); college involvement with teacher preparation for rural education careers as implemented by Luther College (private) and the University of Northern Iowa; competitive federal grants (characteristics of successful applications); rural telecommunications service systems; use of public television to enhance curriculum; ERIC (Educational Resources Information Center) for librarians; Public Law 94-142; the impact of special education on small schools; equalization of educational opportunities; local chapters and community involvement; community education in rural schools; an alternative, delivery system for rural education; and congressional points of view concerning the survival of rural education. (CM)

ED 192 968 RC 012 262

Macbeth, Robert B. Comp.

The Challenge of the Eighties: Southeast Conference on the Education of Hispanics (Miami, FL, May 7-9, 1980).

Department of Education, Atlanta, Ga. Region 4. Pub Date—Aug 80

Note—50p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Affirmative Action, *Bilingual Education, Educational Policy, Elementary Secondary Education, Federal Aid, Government School Relationship, *Hispanic Americans, Multicultural Education, *Parent Participation, Politics, Problems, *Program Development, Relevance (Education), *Teacher Education, Test Validity, Tutoring

Identifiers—*Lau v Nichols, United States (Southeast)

Focusing on the problems of and recommendations for identified areas of concern in the education of Hispanics in the Southeast, this conference report has three major sections. Section I, "Conference Report," outlines the conference proceedings and presents a compilation of critical issues and recommendations concerning affirmative action, linguistically and culturally relevant program delivery, special needs, tests and research, bilingual instruction, access to Federal funds, parent and community involvement, and politics and Hispanic education. Section II, "Hispanic Educational Concerns," lists 13 issues and recommendations presented to the United States Secretary of Education. Broad major areas of concern include Hispanic representation in the Department of Education, bilingual education, effective programs for the disadvantaged, the Lau Remedies, recognition of foreign degrees, and the role of advocacy offices in the Department of Education. Section III, "Hispanic Parents and the Schools," recounts the extent to which Hispanic parents have been involved in the educational processes of their children, describes a program to promote parental involvement in the tutoring of their own children in the basic skills, and proposes a set of recommendations for those individuals involved in parental programs. (CM)

ED 192 969 RC 012 265

Anderson, Terry. Comp.

Public Relations and the Rural Library. Occasional Bibliography #6.

Clarion State Coll., Pa. Spons Agency—Pennsylvania State Univ., University Park, Cooperative Extension Service.

Pub Date—Feb 80

Note—11p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Bibliographies, Books, Case Studies, *Community Coordination, Community Information Services, Community Involvement, Librarians, *Library Extension, Outreach Programs, Periodicals, Public Libraries, *Public Relations, *Reference Materials, *Rural Areas, School Libraries

Though the major emphasis of this bibliography is public relations in general, reference is made to titles concerned with specific ideas for establishing a public relations program for a library. Among ideas suggested for use in establishing a library public relations program are: (1) educating the community in terms of what the library has to offer it; (2) advertising the library (radio, television, newsletters, newspapers); and (3) developing programs, exhibits, and

projects. Compiled in relation to the rural library, the bibliography offers 172 articles and books published between 1959 and 1979 for use by public and/or school librarians. Reference is made to specific case studies of library public relations programs. The entries are arranged alphabetically by author, but do not offer annotations for each entry. (MJO)

ED 192 970 RC 012 266

Fugitt, Glenn V., Ed.

Rural Sociology in an International Context. Papers on the State of Rural Sociology in Selected Areas.

Wisconsin Univ., Madison. Dept. of Rural Sociology.

Pub Date—80

Note—141p.; Papers presented at a joint session of the Rural Sociological Society and International Rural Sociology Association (San Francisco, CA, September 1, 1978).

Pub Type—Information Analyses (070) — Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Agricultural Education, *Area Studies, Educational History, *Foreign Countries, *Rural Areas, Rural Education, *Social Science Research, *Sociology, State of the Art Reviews, Universities

Identifiers—Africa (West), Brazil, India, Iran, Japan, Middle East, *Rural Sociology

Published in order to further a better understanding of how work in the field of rural sociology is carried on in various places, the six papers describe pedagogical and research activities relating to the sociological concern for rural people in West Africa, Brazil, Iran, the Middle East, Japan, and India. Each paper describes the evolution of rural sociology in one of the six areas, the nature of that area's rural sociology, the institutions in the area which can or do teach and/or undertake pertinent social research, and the current status of rural sociology in the area. In addition, "The Development of Rural Sociology in West Africa" and "Position of Rural Sociology in India" note problems with personnel training and "Rural Sociology in Japan: Milestones in Development" critically compares contemporary Japanese rural sociology with the discipline in other countries. "Rural Sociology in Brazil" notes a trend toward urban studies, while "History and Development of Rural and Peasant Studies in Iran" outlines many early village studies. "State of Agricultural Social Science and Related Fields in Selected Countries of the ECWA Region" assesses the related but generally insufficient academic offerings of 42 national universities and other educational institutions in 12 Middle East countries. (SB)

ED 192 971 RC 012 268

Gutierrez, Veronica

Language Attitudes of and Toward Spanish/English Bilinguals.

Pub Date—80

Note—23p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anglo Americans, *Bilingual Education, *Bilingual Students, English, Ethnicity, Immigrants, *Language Attitudes, *Mexican Americans, Social Attitudes, Sociolinguistics, Spanish, *Teacher Attitudes

Identifiers—Chicano Movement, *United States (Southwest)

The causes and effects of resistance to the acknowledgement and appreciation of the language skills and characteristics of United States Southwest bilinguals can be seen in both the Hispanic and Anglo communities. The cultural inferiority ideology of Americans to Mexicans is a historical cause of this resistance, and it is reflected in the bilingual's attitude towards his own speech. Many studies have indicated an inverse relationship between the bilingual's use of the ethnic language and his attitude towards it. The Chicano movement has deepened the anti-Spanish-language attitude observed especially within the less assimilated portion of the bilingual community. The attitudes of public school teachers also play an important role in students' acceptance or rejection of their mother tongue and heritage. Teacher attitudes, often less than objective, can result in low academic achievement for bilingual students. Teacher attitudes are but a small part of the greater Anglo ethnocentrism which has characterized United States opinion, policy, and practice. Bilingual education, in the sense of bilingual maintenance programs, is seen by many as a

solution to the problem of accepting linguistic diversity. Another is recognition by both Anglo and bilingual communities of the value of linguistic diversity. (SB)

ED 192 972 RC 012 269

Deavers, Kenneth L. Brown, David L.

Social and Economic Trends in Rural America. The White House Rural Development Background Paper.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Spons Agency—White House Domestic Policy Staff, Washington, D.C.

Pub Date—Oct 79

Note—44p.; Certain maps may not copy well.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Services, Economic Development, Elementary Secondary Education, Employment Patterns, *Federal Programs, Human Capital, Local Government, *Policy Formation, *Population Growth, Poverty Areas, *Rural Areas, *Rural Development, Rural Nonfarm Residents, Rural Urban Differences, *Socioeconomic Influences, Trend Analysis, Urban to Rural Migration

Emphasizing developmental problems caused by the rapid population and employment growth in rural America during the 1970's, this document describes social, economic, and governmental trends in rural America and suggests some federal policy choices that might be made in support of rural development. Problem areas and policy suggestions are presented as follows: (1) diversity and isolation cause rural poverty to differ from urban poverty, and policy development must acknowledge this difference; (2) changing patterns in rural growth and settlement necessitate the application of new forms of organization and technology for more effective planning and services in rapidly growing isolated areas; (3) the increasingly nonagricultural character of rural areas effects rural economy (therefore, economic development policy should address the needs of the entire rural population); (4) economic and political natures of local governments must be understood in order to correlate their actions and effectiveness in the framework of federal capacity building; and (5) 1976 analysis of federal spending in rural America illustrates difficulties in assessing the equity of federal spending for rural health, education, and manpower programs. More study is needed regarding urban bias and federal policy for adequate rural programs. (JD)

ED 192 973 RC 012 270

Quinones-Sierra, Sylvia

Rape Within the Hispanic Family Unit.

Pub Date—Mar 80

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, *Cultural Influences, Cultural Traits, *Family Attitudes, *Females, *Hispanic Americans, *Rape, Religious Factors

Because problems such as rape are often viewed as personal concerns of "la familia" there is great tendency on the part of Hispanics to accept this crime as something that must be resolved without intervention from the police, the hospitals or the courts. Seldom will much needed therapy and auxiliary type services be sought due to the extreme sense of embarrassment that such an act has caused the entire family. Historically and even today, Hispanic families seem to have responded to this threat by keeping female members close to the home or with an official escort. Thus, the Hispanic woman is taught to see the world as threatening and to maintain a cautious attitude. Reactions of Hispanic rape victims are consistent with their cultural and religious heritage and their own personal belief systems. If women are to fully combat this social cancer then they must do so with understanding, determination, vigor and unrestrained perseverance. Hispanic intensity must be seen in the eyes and felt in the hearts of every Hispanic "mujer" who feels for her sisters who have been rape victims. Women can help themselves and the time for action is now. (AN)

ED 192 974

Schon, Isabel

Books in Spanish for Children and Young Adults:

An Annotated Guide (Libros Infantiles y Juveniles en Español: Una Guía Anotada).

Report No.—ISBN-0-8108-1176-6

Pub Date—78

Note—153p.

Available from—Scarecrow Press, Inc., 52 Liberty Ct., Metuchen, NJ 08840 (\$8.00).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Adolescents, Bilingual Education, *Books, *Childrens Literature, *Educational Resources, Hispanic American Culture, Latin American Literature, Reading Materials, *Reading Material Selection, *Spanish, Spanish Literature, Spanish Speaking

Intended to aid teachers, librarians, and others in the selection of Spanish-language books for children in grades K-12, the annotated guide includes books by Hispanic authors which highlight the lifestyle, folklore, heroes, history, fiction, poetry, theatre, and classical literature of Hispanic cultures. Most books included in the guide have been published since 1973. Still in print as of January 1978, all the books are readily available and widely read by children in Spanish-speaking countries. Textbooks and translations are not included. The books in the guide have their origins in Argentina, the Caribbean region, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Mexico, Peru, Puerto Rico, Spain, Uruguay, and Venezuela. The listings are organized by country; within country, by genre; and within genre, by author. Each citation includes: publishing date; a tentative grade level assignment; a descriptive and evaluative annotation; and a designation of the book as outstanding, marginal, or not recommended. Appendices list the names and addresses of book leaders in Spanish-speaking countries and of United States book dealers specializing in books from Spanish speaking countries. Author, title, and subject indices are included. (SB)

ED 192 975

Schon, Isabel

A Bicultural Heritage: Themes for the Exploration of Mexican and Mexican-American Culture in Books for Children and Adolescents.

Report No.—ISBN-0-8108-1128-6

Pub Date—78

Note—158p.

Available from—Scarecrow Press, Inc., 52 Liberty Ct., Metuchen, NJ 08846 (\$8.00).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Books, *Childrens Literature, Cultural Awareness, *Cultural Background, Cultural Pluralism, Elementary Secondary Education, Hispanic American Culture, Instructional Materials, Learning Activities, *Mexican Americans, *Mexicans, Reading Materials, *Reading Material Selection, Spanish, Stereotypes

This resource for teachers and librarians who seek to use literature to expose students in grades K-12 to Mexican and Mexican American culture is organized in five major theme areas: customs, lifestyles, heroes, folklore, and key historical developments. Within each major area is a 4-part learning plan for each of three grade levels: K-2, 3-6, and 7-high school. Part one consists of specific learning objectives related to the theme area. Part two is a list of pertinent books organized alphabetically by author. An attempt has been made to include as many as possible of the books about Mexican and Mexican American children that are currently available in United States school and public libraries. Part three contains a brief discussion of each learning objective and an evaluation of each book as it relates to the objectives, specifically noting strengths, weaknesses, and examples of cultural bias. Part four contains suggested follow-up and evaluation activities. A pre- and post-test student attitude survey is included as are three previously published articles dealing with the selection of non-culturally biased Spanish-language children's literature, the scarcity of children's literature in Mexico, and the wealth of children's literature in Spain. Author and title indices are provided. (SB)

ED 192 976 RC 012 273
The Consortium for Handicapped Indian Children: A Report.

Indian Education Training, Inc., Albuquerque, N. Mex.; National Association of State Boards of Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—31p.

Pub Type—Information Analyses (070) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Cooperation, *American Indian Education, American Indians, *Child Advocacy, *Delivery Systems, Disabilities, Due Process, Elementary Secondary Education, Federal Indian Relationship, Government Role, Parent Participation, Program Development, *Social Services, *Special Education, Student Evaluation
Identifiers—Bureau of Indian Affairs, *Education for All Handicapped Children Act

Recognizing the need for a new approach to the problem of federal/state jurisdictional overlaps in delivery of services to Indians, the Bureau of Education for the Handicapped contracted with the National Association of State Boards of Education and Indian Education Training, Inc. to conduct a series of national and regional conferences which would identify problem areas, make recommendations, establish linkages, and create communication networks among the major providers of educational services to handicapped Indian children. A national conference was held in Washington, D.C. in November, 1977, which brought together knowledgeable representatives from Indian tribes and a number of federal and state agencies. These experts discussed the problems confronting the provision of a free, appropriate public education to handicapped Indian children and identified five broad areas of concern: child-find, due process, evaluation and testing, training and program development, and support services. These issues were examined in detail by state and federal agency personnel, representatives of Indian tribes, and advocates at the regional conferences held later in the year. Findings of the regional conferences were summarized and 11 recommendations were specified. (Author/AN)

ED 192 977 RC 012 274

Izariy, Ruddle A. And Others

Native American Education Program Title IV Indian Education Act, 1978-1979, Final Evaluation Report, Function No. 5004-94701.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—79

Note—32p.; For related document, see ED 144 766.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, American Indians, Cultural Education, Curriculum Development, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Needs Assessment, Parent Participation, *Program Evaluation, *Program Improvement, Resource Centers, *Self Actualization, Staff Development, Tutorial Programs, *Urban American Indians
Identifiers—*Supportive Services Program

Operating within the New York City Public School System for the past four years, this program offers direct services to Native American students and their parents by providing: (1) instruction in Native American history and cultural activities; (2) academic tutoring; (3) school/neighborhood liaisons; and (4) a resource center for information about Native Americans which includes a research library and telephone information service. Emphasis is on staff development and parental involvement. An evaluation based on data obtained from interviews with staff and participants, observations of various program activities, and examination of records indicates that the program has been successful in accomplishing its objectives, particularly in its school/neighborhood liaison component, in dissemination of information through the resource center and curriculum guides, and in its after school instructional program in Native American history and culture. Recommendations for next year include refinement of the history/culture tests and of the tutorial program, formulation of realistic competency standards in obtaining an Indian language instructor, implementation of better ways to collect needed information, and clarification and improvement of working relationships among the staff, the

project director, the Board of Education, and the Parents' Committee. (CM)

ED 192 978

Billimoria, Roshan R., Ed.

The Thy Project. Final Report.

Report No.—ISBN-87-87582-69-4

Pub Date—Nov 78

Note—139p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Citizen Participation, Community Development, *Community Education, Energy Conservation, Global Approach, Human Resources, *International Educational Exchange, *International Programs, Models, Postsecondary Education, Program Evaluation, *Rural Development, *Rural Education, Technical Assistance, Technological Advancement
Identifiers—*Thy Project (Denmark), *United Nations University Centres

Inspired by a United Nations effort to establish a worldwide university, the four and one-half year project carried out in Thy (Denmark) is explained in this final report, from its historical beginnings in 1973 to its official completion in 1978. Dedicated to the solution of problems which could be considered universal, the project goals are described as: finding alternative energy sources and technologies and utilizing the untapped reservoir of lifelong educational resources and out-of-school learning activities. The work themes, arrived at by local task force participants and aided by international assistants, are presented as a "regenerative farm" and a "learning community". Developments, settings, implementations, and practices of the two-fold project are examined, and local, national and international participation and collaboration are reviewed. Outcomes are evaluated as positive and constructive, both in terms of accomplishing local goals for community development and educational improvement, and in initiating an internationally transferable model for meeting human global needs. (JD)

ED 192 979

Dailey, Carolyn J.

Colorado Migrant Education Program, 1977-78**Evaluation Report. CDE Evaluation Series, No. 80-4.**

Colorado State Dept. of Education, Denver. Planning and Evaluation Unit.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—Oct 79

Note—79p.; Some pages may not reproduce because of small print size.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Ancillary School Services, Demonstration Programs, Elementary Secondary Education, Enrollment, Inservice Education, *Migrant Education, Migrant Health Services, *Program Administration, Program Evaluation, *State Programs, *Summer Programs, Supplementary Education
Identifiers—*Colorado, Elementary Secondary Education Act Title I

The evaluation report of the 1977-78 Colorado Migrant Education Program (federally funded through ESEA Title I) describes the supplementary programs, summer programs, and support services employed to provide educational services to migrant children throughout the state. It is reported that the program, operated by school districts and boards of cooperative services, emphasized basic skills in reading, language arts, and math, in addition to a full range of instruction. Fifteen regular year programs which were held in 40 school districts for 1,429 migrant students are identified, as well as the 16 summer programs in 36 districts for 2,336 students. The document describes the instructional, administrative and support staff of 122 full- or part-time persons for the regular year programs and 362 full- or part-time personnel for the summer programs. The evaluation reports significant gains in reading and math skills of students participating in the program, as judged by teachers, pre/post standardized tests, and pre/post objective referenced tests. It is recommended that the state staff review local operations and support services. The report covers: state program administration, local program description, program results, support services, program costs, conclusions, and recommendations. (JD)

ED 192 980

Kraetzer, Ann V.

Colorado Migrant Education Program, 1978-79.**Annual Evaluation Report Fiscal Year 1979.****CDE Evaluation Series No. 80-9.**

Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—Apr 80

Note—68p.; For related documents, see ED 116 851-853.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Ancillary School Services, Community Involvement, Demonstration Programs, Elementary Secondary Education, Inservice Education, *Migrant Education, Migrant Health Services, Parent Participation, Program Evaluation, *State Programs, *Summer Programs, *Supplementary Education
Identifiers—*Colorado, Elementary Secondary Education Act Title I

The 1978-79 evaluation report describes projects, participants, personnel, and services involved in the state's efforts to provide comprehensive educational services to migrant children throughout the state. The program, operated by 10 school districts and 10 boards of cooperative services, highlights 3 projects on the basis of their innovative techniques and high attainment of objectives: (1) a student publication; (2) pesticide safety education programs; and (3) the Colorado identification and recruitment program. The report identifies the 2,014 regular year and 2,415 summer term students and indicates that the programs in general are resulting in gains in reading, language, and math skills for the majority of the students. A program critique recognizes the major strength of the local projects as being the quality and commitment of local staff, and the major weakness as inadequate number of staff. The recommendations include: (1) increased use of comparable outcome measures of program impact; (2) coordinated efforts to determine appropriate testing for this special population group; and (3) streamlined evaluation reporting process. The report also covers: teacher-pupil ratio, interrelationships with other programs and agencies, inservice training, dissemination, community involvement, and objectives. (JD)

ED 192 981

Rangel, Richard

Manual for Recruiters, MSRTS, Record Clerks, and Terminal Operators.

Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—Oct 79

Note—164p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary Secondary Education, Employment Qualifications, File Clerks, *Migrant Education, *Occupational Information, Online Systems, Program Descriptions, *Recordkeeping, Records (Forms), *Recruitment, State Programs, *Student Records, Typists
Identifiers—*Colorado, Elementary Secondary Education Act Title I, *Migrant Student Record Transfer System

Developed within the Colorado Migrant Education Program as a workable manual for non-classroom personnel (recruiters, clerks, and terminal operators) involved with migrant education, this guide also functions as a training manual. The manual may also be used to assist local education agencies in planning and organizing migrant education programs. Each of three sections for recruiters, records clerks, and terminal operators defines job qualifications, duties, and responsibilities and includes forms, reports, charts, maps, and lists used in carrying out that particular job role, as well as discussions of policies, procedures, and problems involved in each particular area. A fourth section contains forms, reports and explanations used in the Migrant Student Record Transfer System (MSRTS). MSRTS Oral Language Outlines are presented in English and Spanish. (JD)

ED 192 982 RC 012 282

An Evaluation of Migrant Head Start Programs. Preliminary Report on Home Base Findings.

Reyes (J.A.) Associates, Inc., Washington, D.C.
Spons. Agency—Administration for Children,
Youth, and Families (DHEW), Washington, D.C.
Pub Date—3 Jan 80
Contract—105-78-1304

Note—306p.; Some tables may not reproduce due to small print size. For related document, see RC 012 283.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Classroom Environment, Enrollment, Field Studies, *Migrant Education, Migrant Health Services, *Migrant Programs, Nutrition, Parent Participation, Preschool Children, Program Administration, *Program Evaluation, Social Services

Identifiers—*Migrant Head Start Programs, *Migrant Home Base Centers, Project Head Start

The report provides Indian and Migrant Program Division managers and specialists in each of the 5 Head Start component areas with a comprehensive picture of the 43 home base learning centers operating between October 1978 and May 1979, with a total enrollment of 3,108 migrant children. Using data collected from the Head Start and center directors, the staff responsible for service delivery in each program component, and the parents, this Phase I report presents detailed, component-specific information on program activities, interactions between program staff and users, and special problems which arise in the areas of education, health, nutrition, social services, and parent involvement. Specifically, the report (1) describes the organizational structure and the administrative and support functions of the 6 grantees which run the 43 home base programs; (2) provides profiles of the service delivery systems operating at the home base sites—program design, staff characteristics, resource inputs and service outputs of each program component; (3) provides profiles of the children and families using home base programs—demographic characteristics, mobility, previous exposure to Head Start programs, use of other social service programs, contacts and interactions with current programs; and (4) develops measures of special needs of program users and program efforts to meet these needs. (CM)

ED 192 983 RC 012 283

An Evaluation of Migrant Head Start Programs. Appendices. Preliminary Report on Home Base Findings.

Reyes (J.A.) Associates, Inc., Washington, D.C.
Spons. Agency—Administration for Children,
Youth, and Families (DHEW), Washington, D.C.
Pub Date—3 Jan 80
Contract—105-78-1304

Note—1,155p.; Some tables may not reproduce due to small print size. For related document, see RC 012 282.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF09/PC47 Plus Postage.

Descriptors—Curriculum, *Employee Attitudes, *Interviews, Measures (Individuals), *Migrant Education, Migrant Health Services, Nutrition, *Parent Attitudes, Parent Participation, Preservice Teacher Education, Program Administration, *Program Evaluation, Questionnaires, Social Services, *Tables (Data)

Identifiers—*Migrant Head Start Programs, Project Head Start

Utilizing specially designed interview schedules to evaluate the kinds of services children and families receive from various Migrant Head Start programs throughout the country, this preliminary report on home base findings consists of questions asked of the staff at every Migrant Head Start site across the country and questions asked of parents who have children enrolled in the program. The report includes a frequency distribution table for each question asked. Section I, "Program Instruments and Data," contains staff interview questions on the following modules: center director, education, health, nutrition, service, and parent involvement. It also contains topical guides for program and staff record review and for a surveyor's walk-through and check list. Part II, "Family and Children Instruments and Data," provides the parent interview schedule (home base) and a topical guide to children's records. (CM)

ED 192 984

Gilbert, Jess

Rural Theory.

Pub Date—Aug 80

Note—34p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Ithaca, NY, August, 1980).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Production, Capitalism, *Definitions, *Economic Factors, Regional Characteristics, *Rural Areas, *Rural Urban Differences, Social Influences, Social Systems, *Sociology, Space, *Theories

Identifiers—Mode of Primary Production, *Rural Sociology

To be scientific, rural sociology must have a distinctive conceptual basis; therefore, defining "rural" has long been a major concern of rural sociologists. Recently faced with similar problems, political economists have revitalized the field of urban sociology by looking beyond the city to the social production of spatial forms under capitalism. This study applies a related critique to rural sociology, which has traditionally defined "rural" as cultural, ecological, or occupational. The two main explanations of rural culture are inadequate. "Gemeinschaft" is essentially non-capitalist and also not specifically rural; the same conceptual tools offered by the new urbanists can be used to analyze all types of contemporary communities. Human ecology reduces culture to an outgrowth of settlement patterns, thus obscuring the structure of social and economic relations. The current proposal for a comprehensive rural ecology identifies some definite objects of study, but its theories of space and society fail to consider underlying political-economic determinants. Two suggested constituents of rural are: "capitalist space" in the form of exploited, peripheral regions; and the "mode of primary production," distinguished by its unique, direct interaction with the natural environment. Rural sociologists are now beginning to treat agriculture, the other extractive industries, and regional underdevelopment as crucial elements in the larger capitalist social system. (Author/CM)

ED 192 985

Achor, Shirley

Una Buena Maestra/A Good Teacher: A Preliminary Report of Parental Views in a Texas School District.

Pub Date—19 Mar 80

Note—13p.; Paper presented at the annual meeting of the Society for Applied Anthropology (40th, Denver, CO, March 19-20, 1980).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anglo Americans, *Classroom Environment, Cultural Differences, Elementary Education, *Mexican Americans, *Mother Attitudes, *Multicultural Education, *Teacher Characteristics, *Teacher Role

To examine the question of how and to what extent Mexican American and Anglo mothers differed in their assessments of desirable role behavior for the teachers of their children, a 27-item Likert-type scale was devised and used to interview 10 Mexican American and 10 Anglo mothers. The questionnaire, written in both Spanish and English, was designed to examine several different dimensions of the teacher's role. While some of the results were in accord with published literature concerning linguistic and cultural differences between Mexican American and Anglo populations, some literature based differences which might have been expected did not appear in this sample. Both Mexican American and Anglo mothers made "field sensitive" choices concerning teachers' warmth, friendliness and affection with students and praises of students. Both groups of mothers placed high importance on rigorous and demanding teaching standards. More Mexican American mothers stressed competitiveness than did Anglo mothers. Though this research was preliminary in nature, was not based on random sampling, and may have been influenced by uncontrolled socioeconomic variables, the survey method provided questions for future study. Table 1 details the study's results. (CM)

RC 012 284

ED 192 986

Establishing Equity in Language & Illustrations. Revised.

Texas Education Agency, Austin.

Report No.—GEO-402-07

Pub Date—80

Note—29p.; For related document, see ED 176 914.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, *Disabilities, Elementary Secondary Education, *Ethnic Stereotypes, Females, *Guidelines, *Illustrations, Instructional Materials, Labeling (of Persons), *Language Usage, Males, Mexican Americans, Minority Groups, Nondiscriminatory Education, *Sex Stereotypes

Identifiers—3-b Titles

Designed to help educators improve equity in language and illustrations in their teaching materials, the guidelines in this booklet focus on equality toward men and women, racial and ethnic minority group members, and handicapped persons. The narrative portions of each section are enhanced by specific examples to use ("The average school principal works closely with teachers") and to avoid ("The average school principal works closely with his teachers"). In addition, ideas are delineated on how to apply the guidelines. The section on nonsexist treatment of men and women includes two subtopics, language (the generic "he", occupational titles, parallel language, and letterwriting) and sex roles and traits (emotional traits of women/girls and men/boys, family patterns, occupational roles, role models, parenting roles, historical references, and physical appearances). The section on minority groups contains discussions on language and roles/traits of minorities. The section on representation of handicapped persons suggests that in developing education materials, one might ask, "Are stereotypes, such as portraying the blind as helpless, avoided?" The section on avoiding stereotypes in graphics and audiovisuals deals with a numerical balance of the sexes, sex stereotypes, physical types and handicaps, and racial or minority stereotypes. (AN)

ED 192 987

Beck, Armin

Cross Cultural Education: Some Administrative and Curriculum Concerns.

Pub Date—30 May 79

Note—12p.; Paper presented at the Ohio SEA/LAU Multilingual/Multicultural Conference (Columbus, OH, May 30, 1979). Not available in paper copy due to author's preference.

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Blacks, *Criteria, *Cross Cultural Training, *Cultural Interrelationships, Curriculum Development, Elementary Secondary Education, *Ethnic Groups, *Inservice Teacher Education, Mexican Americans, *Multicultural Education, Program Administration, Thematic Approach, Whites

Important steps in building a multicultural curriculum are the development of specific criteria for cultural inclusion, use of different methods of instruction in the classroom, and implementation of in-service programs for the continual retraining of teachers. Various state departments have developed criteria for inclusion, and these can be used by school systems as a basis to develop their own criteria. However, school systems should go directly to the ethnic communities, where possible, for direction in the cultural concepts to be included in the curriculum and for examination of texts and other resource materials based on the criteria. Where ethnic groups are not available, the school system can use criteria written by other people or organizations of that same cultural group. A theme approach to teaching is preferable to a chronological approach, but course content may need to be reorganized before it is possible to use the theme approach. Schools should develop programs to retrain teachers in both knowledge and methodology so that teachers can successfully include all cultures on an equal basis in their classrooms. In addition to being more beneficial to diverse ethnic groups, multicultural programs also are more likely to be permanent than are more narrow based programs. (CM)

RC 012 287

ED 192 988 RC 012 288

Monette, Fred And Others

Where to Go if You Want to Know. A Guide to Vocational Education Opportunities in Seattle.
United Indians of All Tribes Foundation, Seattle, Wash.

Pub Date—Jan 80

Note—25p.; Not available in paper copy due to publisher's preference.

Available from—UIATF, Adult and Career Education Program, PO Box 99253, Seattle, WA 98199 (free while supply lasts).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, American Indians, Apprenticeships, *Career Exploration, Community Colleges, *Educational Opportunities, Employment Opportunities, *Job Training, Student Financial Aid, *Vocational Education, Vocational Schools, Work Experience Programs

Identifiers—Washington (Seattle)

Emphasizing community resources which are most accessible to Seattle's Indian population, this manual is designed to aid Native Americans in their explorations of vocational training and occupational choices. In the information sources section, six Seattle organizations along with program services offered by each are listed. It is noted also that high school counselors are excellent resources for vocational training and career search. Listed in the training sources section are six community colleges and two vocational technical institutes with specific vocational courses offered. Also detailed are the following: Seattle Opportunity Industrialization Center, the Lummi Indian School of Aquaculture and Fisheries, El Centro de La Raza, apprenticeship information, Comprehensive Employment Training Act (CETA) office locations, Job Corps, Work Incentive Program (WIN), Manpower Development Training Act (MDTA), Washington Division of Vocational Rehabilitation, the Vocation Resource Center, health occupations, and 28 private vocational schools. The money sources section details federal loans, work-study, special benefits, Bureau of Indian Affairs aid, and tribal scholarships and loans. Special programs are listed for veterans, handicapped persons, ex-offenders, women, and for testing. (AN)

ED 192 989 RC 012 289

Graves, Mary A.

Here I Am—Where Do I Want to Go? A Career Interest Survey for Native Americans.

United Indians of All Tribes Foundation, Seattle, Wash.

Pub Date—May 80

Note—63p.; Not available in paper copy due to publisher's preference. Photographs may not reproduce clearly.

Available from—UIATF, PO Box 99253, Seattle, WA 98199 (\$3.50).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, American Indians, Career Choice, *Career Guidance, Conservation Education, *Educational Opportunities, *Job Search Methods, Life Style, Measures (Individuals), Secondary Education, *Self Evaluation (Individuals), Tribes, Vocational Interests

To help Native Americans discover what careers might interest them, the exercises in this workbook manifest the user's needs, beliefs, likes and dislikes, thereby enabling a better choice of a suitable career. Following the first section on pronunciation and meaning of certain words necessary to a school or job search is a section on job dreams and possible roadblocks. Exercises on determining life-style and focusing on oneself follow. A self-inventory helps the user determine likes and dislikes in six areas: artistic, business, inquiring (read scientific books, work in a lab, take physics, chemistry, or geometry course), social (help others with their personal problems), vocational (fix electrical things, take a shop course), and enterprising (influence others, sell something, work for Indian causes). Instructions are included for scoring the self-inventory, matching interests with specific jobs in each area, and finding more information on job(s) chosen. The final section deals with tribal careers (landplanners, engineers, mechanics, clerical workers, accountants, legal attorneys, resource researchers, resource managers) and training opportunities (special programs in

Natural Resources for Native Americans at Humboldt State University, University of Wisconsin, University of Albuquerque, and the Lummi Indian School of Aquaculture and Fisheries). (AN)

ED 192 990 RC 012 290

Devine, Jan

Home Task Book for Parents and Kids.

Pima County Schools, Tucson, Ariz.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date—78

Note—155p.

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052) — Translations (170)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Basic Skills, Bilingual Education, Educational Games, *English, *Home Instruction, *Learning Activities, Mexican Americans, Non English Speaking, Parent Child Relationship, *Parent Participation, Preschool Children, Preschool Education, School Readiness, *Spanish, Spanish Speaking

The bilingual Spanish-English book contains 61 learning activities and educational games that parents can use to help their preschool children develop readiness skills. The activities are generally intended to develop gross and small motor skills, an awareness of the world around, independence, social awareness, and curiosity, although some are specifically designed to acquaint preschoolers with basic concepts, colors, numbers, and letters. Activities such as sorting clothes; making puzzles, instruments, and books; conducting simple experiments; pasting; and lacing are organized according to 13 major skill areas: categorizing; listening; touching; matching; sequencing; speaking; shapes; colors; music; numbers; letters; art; and science. Each activity or game is presented in large print on a separate page and is illustrated with cartoons and drawings. The Spanish translation of the activity appears on the facing page. A list of interrelated skills is included for each activity in both Spanish and English. (SB)

ED 192 991 RC 012 293

Lynch, Connie Pane, Diana

Guidebook: Child Development Center. Project CHILD. Implementation Guidebook Series.

State Univ. of New York, Geneseo. Coll. at Geneseo.

Pub Date—80

Note—102p.; Photographs may not reproduce.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Child Development Centers, Day Care Centers, *Disadvantaged Youth, *Guidelines, *Migrant Children, *Preschool Education, *Program Development, Program Implementation, Records (Forms), Rural Areas, Urban Areas, Young Children

Identifiers—National Diffusion Network Programs

Intended for administrators interested in establishing a child development program for rural/migrant or urban disadvantaged children, ages 0-5, or for administrators of existing programs interested in implementing specific aspects of this program, this guidebook contains information and suggestions in the following areas: program funding, facilities, staff development and responsibilities, transportation, supplies and equipment, budget, food program, health care and recruitment, timeline, implementation, organization of the day (daily schedule), the Migrant Student Record Transfer System, and evaluation. The appendices include samples of the following forms and plans intended for use in a child development program: position descriptions, checklists, record forms, sample daily schedules, general knowledge and skills assessments, and lesson plans. With inservice training, possible technical assistance, and this guidebook used as a resource and referral guide, it is possible to establish and implement a child development center. (CM)

ED 192 992 RC 012 294

Nachtigal, Paul M.

Improving Rural Schools.

Education Commission of the States, Denver, Colo. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Contract—400-77-0081

Note—44p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, *Case Studies, Comparative Analysis, *Educational Change, Educational Planning, *Educational Strategies, Elementary Secondary Education, Experimental Programs, Needs Assessment, *Program Development, *Program Evaluation, Rural Areas, *Rural Education, Rural Schools, Rural Urban Differences, School Community Relationship

Seeking an understanding of rural communities in order to gain insights into opportunities for improving rural schools, this 2-year project examined 14 case studies and presented implications for future use. Selected as exemplary of particular strategies and representative of diverse populations of rural America, the case studies were examined through: (1) a design session involving six professional consultants; (2) a review of existing reports, evaluations, and related documents, and (3) site visits which involved observations and interviews with key participants. Each strategy was identified as addressing variables within the educational system or as external to the educational system. The 14 rural school improvement strategies were analyzed in terms of the success of each community project, as determined by the durability of the program over time and its continuing contributions to its original objectives. Conclusions were that improvement efforts in rural schools must be based on the reality of rural circumstances, and must include problem defining, planning, and implementing at the local level, as well as incorporating assistance from professionals and agencies outside the community. (JD)

ED 192 993 RC 012 295

Ramirez, David G.

A Review of the Literature on the Underutilization of Mental Health Services by Mexican Americans: Implications for Future Research and Service Delivery.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—80

Grant—MH-31212-02

Note—74p.; Not available in paper copy due to publisher's preference. For related documents, see RC 012 296-297.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 (\$6.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Health Services, Community Resources, Counseling Services, Cultural Differences, *Delivery Systems, Ethnicity, Mental Health Clinics, *Mental Health Programs, *Mexican Americans, Models, *Needs Assessment, Spanish Speaking, *Use Studies

Identifiers—Faith Healing

Reviewing the research findings and issues which have been generated around the topic of Mexican American underutilization of mental health services, this paper discusses five major concepts: (1) the epidemiological paradox of Mexican American underutilization of services; (2) explanation offered for the paradox; (3) elaboration on the explanation of incompatibilities of services; (4) examination of the conceptual problems involved in underutilization; and (5) discussion of recommendations for change. The paper discusses the findings which revealed that underutilization is not homogeneous: the concept of utilization is quite complex, and measures of need, accessibility and quality of services are needed to interpret utilization rate findings; and the concept of the existence of incompatibilities between the service delivery system and the characteristics of the clients holds the most conceptual promise. A two-tier approach is suggested which emphasizes both the concepts of equity and compatibility between clients' needs and the services provided. It is recommended that more research be done on total systems, including com-

munity involvement, funding agencies, service facilities, providers, and clients. (Author/JD)

ED 192 994 RC 012 296

Brusco, Bernadette A.

Budget Allocation for Community Mental Health Centers in Texas: Process and Reality Implications for Mexican Americans.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—80

Grant—MH-31212-02

Note—153p.; Not available in paper copy due to publisher's preference. For related documents, see RC 012 295 and RC 012 297.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 (\$9.00).

Pub Type—Information Analyses (070)—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Budgeting, *Community Health Services, Federal Legislation, *Grants, *Mental Health Clinics, *Mexican Americans, *Public Health Legislation, Resource Allocation, Spanish Speaking, State Federal Aid, State Legislation

Identifiers—*Texas

One of a series of studies, this monograph presents descriptive information to provide an understanding of the present budgetary system for Community Mental Health Centers (CMHCs) as it relates to Mexican Americans in Texas. The document: (1) provides a description of federal and state laws and their historical evolution germane to the funding of CMHCs; (2) explains the appropriation system that Texas follows for its biennial budget; and (3) describes the sources of funds and the methods of securing them. An explanation of the grant-in-aid process employed by Texas is given indicating that no policy currently exists in the funding criteria that specifically creates policy which addresses the mental health needs of Mexican Americans, the state's largest linguistic minority group; however, information is presented which reveals an effort to reformulate this policy as of May, 1980. The paper also examines the relationship between the amount of a center's aid and the Mexican American population in the center's catchment area, and between the aid and the ethnic content of the centers' programs. No direct relationship is indicated, and further research is recommended to identify the variables and values needed to be included in budgeting systems to ensure that all populations, including special linguistic ones, are adequately and appropriately served. (Author/JD)

ED 192 995 RC 012 297

Valdez, Ramiro

The Location of Community Mental Health Centers in Texas: Some Descriptions and Comparisons.

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—80

Grant—MH-31212-02

Note—125p.; Not available in paper copy due to publisher's preference. For related documents, see RC 012 295-296.

Available from—Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 (\$8.25).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Health Services, Delivery Systems, Demography, *Disadvantaged Environment, *Ethnic Distribution, Maps, *Mental Health Clinics, Metropolitan Areas, *Mexican Americans, *Proximity, Socioeconomic Influences, Spanish Speaking, Transportation, Use Studies

Identifiers—*Texas

Part of a series of studies designed to lead to policy recommendations to improve mental health services to Mexican Americans in Texas, this monograph explores the availability and accessibility of community mental health centers (CMHCs) throughout the state. In hopes of explaining the underutilization of the centers statewide, the locations of CMHCs in relation to the Mexican American and Anglo population clusters are plotted and the major

highways connecting the populations and the centers are traced. Because of the heavy concentration of the state's population in five major metropolitan areas (Houston, Dallas, San Antonio, Fort Worth, and El Paso), a second description of CMHCs in these cities is given in an effort to determine whether ethnicity affects accessibility to the centers. A series of questions examines: (1) locations of services; (2) relation of population clusters to CMHCs; (3) accessibility to the greatest number of people; and (4) locations of centers in relation to Mexican American neighborhoods. Conclusions suggests that statewide accessibility from Mexican American regions to CMHCs is poor; the metropolitan accessibility is somewhat better, but there are hints of a tendency to locate centers in the middle class Anglo neighborhoods. It is suggested that this preliminary study should generate more research into the reality of this descriptive archival research. (Author/JD)

ED 192 996 RC 012 299

Jackson, Dean C.

Navajo Community College—The President's Report, 1979-80.

Navajo Community Coll., Tsaile, Ariz.

Pub Date—80

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indians, Biculturalism, *Community Colleges, Continuing Education Centers, Cultural Awareness, Educational Legislation, *Educational Philosophy, Education Service Centers, Enrollment, *Instructional Systems, Relevance (Education)

Identifiers—*Culture Based Curriculum, Navajo (Nation), *Navajo Community College AZ, Tribally Controlled Community College Act, Tribally Controlled Education

An overview of the Navajo Community College (NCC) is presented with a message from the president and facts pertaining to both the Tsaile and Shiprock campuses. NCC President Jackson states that the uniqueness of NCC lies primarily in the instructional area which promotes the use of educational concepts contained in the Navajo culture to reinforce the standard academic program. President Jackson then discusses accomplishments, hopes, and plans (including working for an amendment to PL-95-471, the Tribally Controlled Community College Act of 1978). The main portion begins with the school's purpose which is to use the Navajo culture as a base from which to acquire the knowledge, skills, and technology of the dominant society in turn resulting in a fuller participation in the economic, social, and political world of the two prevailing cultures. The Tsaile campus is highlighted in the following areas: faculty/staff accomplishments, research in progress, technical aid, the 45 instructional programs offered, continuing education, student services, support services (including access to computers with 200 data bases), athletics (varsity team in archery ranked eighth nationally), and student recruitment. The Shiprock campus is similarly highlighted. Total student enrollment is discussed (2,021 for Spring/1980) as well as long-range planning and financial operations. (AN)

ED 192 997 RC 012 300

Claus, Richard N. Quimper, Barry E.

Cooperative Project in American Indian Development. Product Evaluation Report, Title IV, Part A, 1979-80.

Saginaw Public Schools, Mich.

Pub Date—Jul 80

Note—70p.; For related documents, see ED 147 059 and ED 162 816. Appendix B will not reproduce clearly.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indian Education, American Indians, Criteria, *Cultural Enrichment, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, Family School Relationship, Field Trips, *Home Visits, Parent Participation, *Program Evaluation

Identifiers—Indian Education Act 1972, *Michigan (Saginaw)

In its fourth year the Cooperative Project in American Indian Development focused on the completion of Objectives 1, 2, 3-A, 3-B, 4, and 8. This report restates those objectives and the criteria used for each and includes an evaluation of the results based on data submitted by the project supervisor

and/or home liaison specialist and on data gathered by the evaluator. A chart summarizes the attainment status and relevant comments for the following six product objectives: (1) Objective 1 - to conduct activities during the school year to meet the special needs of Indian students for cultural awareness and enrichment; (2) Objective 2 - to involve at least seven new children in cultural enrichment sessions; (3) Objective 3-A - to finalize the K-2 or 3-5 unit of the American Indian curriculum; (4) Objective 3-B - to disseminate the finalized American Indian curriculum unit; (5) Objective 4 - to make 30 parental contacts per district through a home school liaison specialist; and (6) Objective 8 - to conduct 3 field trip experiences involving 30 students. Data indicates that Objectives 1, 2, 4, and 8 were attained. Appendixes detail objectives, workshop agendas, a curriculum rating scale, an evaluation form for the cultural awareness enrichment program, and a newsletter. (CM)

ED 192 998 RC 012 302

Dhillon, Jogindar S.

Information Consumption by Low Income Families to Reduce Rural Poverty in Florida. Volume I, Research Instruments.

Florida A and M Univ., Tallahassee. Center for Community Development and Research.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Jul 75

Note—130p.; For related documents, see RC 012 303-304.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Behavior Patterns, Community Information Services, Federal Programs, Information Dissemination, *Information Needs, *Information Utilization, *Low Income Groups, Poverty Programs, *Questionnaires, Rural Areas, *Rural Population, State Programs, Surveys

Identifiers—*Florida

Volume I of this 4-volume report contains the research instruments used in an 18-month project which was designed to understand the rural poor in terms of their information-seeking and information-utilization behavior patterns. Randomly divided into 3 groups, 840 families from 7 target counties in northwestern Florida were studied by a group of trained research investigators who had rural backgrounds. Treatment groups one and two of the population sample were issued information packages which contained descriptions of federal and state programs for low income families, and group one received explanations of the information, followed by visits to determine the use of the programs. No information was given to the control group (group three). All groups were administered bench-mark questionnaires, three pre-tests and three post-tests. A follow-up questionnaire was developed and administered to respondents in five of the counties. All data were coded for analysis purposes. Instruments included in this document are: the bench-mark survey questionnaire, a record sheet for information package follow-up visits, the three pre- and post-tests, and the follow-up questionnaire. The appendix presents lists of the programs included in each of the three information packages. (JD)

ED 192 999 RC 012 303

Dhillon, Jogindar S.

Information Consumption by Low Income Families to Reduce the Impact of Rural Poverty in Florida. Volume II, Description of the Sample: Characteristics of the Rural Poor.

Florida A and M Univ., Tallahassee. Center for Community Development and Research.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Apr 78

Note—131p.; For related documents, see RC 012 302 and RC 012 304.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Aspiration, Attitudes, Behavior Patterns, Educational Background, Family Characteristics, Information Utilization, *Low Income Groups, Motivation, Psychological Patterns, Racial Differences, *Rural Population, *Social Characteristics, Social Influences, *Social Values, *Socioeconomic Background

Identifiers—*Florida

Compiled as part of a 4-volume comprehensive report of a Florida project designed to understand the rural poor and their information-seeking and

information-utilization behavior patterns. Volume II served as a background document, describing the sample and providing basic information about the respondents. The sample population consisted of 840 low income respondents, approximately 66% black and 33% white, with almost 66% being females and slightly over 33% being males. Overall, this low income sample exhibited strongly positive attitudes towards other people, education, and religion, and felt that marriage and family were important influences in their lives. The median number of school grades completed for the sample was 6.04 years. The respondents were considered to be more politically than socially participative, with blacks being more involved than whites. A high level of motivation to work and desire to do a good job was indicated. Authoritarianism and alienation were characteristic of the sample. A sense of community solidarity was generally lacking. Blacks were seen as holding significantly higher present and future levels of aspiration, while whites had significantly higher past aspirations. (JD)

ED 193 000

RC 012 304

Dhillon, Jogindar S.

Information Consumption by Low Income Families to Reduce the Impact of Rural Poverty in Florida. Volume III, Knowledge Level, Need, and Use of Selective Anti-Poverty Programs by the Rural Poor.

Florida A and M Univ., Tallahassee. Center for Community Development and Research. Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—Nov 78

Note—99p; For related documents, see RC 012 302-303.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Information Services, Federal Programs, Information Dissemination, Information Utilization, Knowledge Level, Low Income Groups, Needs Assessment, Poverty Programs, Program Attitudes, Rural Education, Rural Population, State Programs, User Satisfaction (Information), Use Studies

Identifiers—Florida

Presented as part of a 4-volume comprehensive report of a Florida project designed to understand rural poor and their information-seeking and information-utilization behavior patterns, Volume III reported data collected in a pre-test, used to determine the awareness and utilization of seven anti-poverty programs. Low income rural residents (N=840) responded to questions about the following state and federal programs: (1) food stamps; (2) aid to the blind; (3) aid to the totally and permanently disabled; (4) aid to families with dependent children; (5) division of family services; (6) child nutrition; and (7) old age assistance. Eight questions were used to determine the knowledge about, need for, use of, and potential use of the programs. Data showed that information about these programs was reaching many of the low income people but revealed gaps between stated needs and receipt of assistance. In addition, the school was seen as the predominate and quite effective source of information about child nutrition programs. Nonrecipients were generally uninformed about locating information on available programs and eligibility requirements. (JD)

ED 193 001

RC 012 305

Dhillon, Jogindar S. Cassel, Carol A.

Perception of Institutional Incentives and Constraints by the Poor in the Acceptance of New Ideas and Economic Opportunity Programs.

Florida A and M Univ., Tallahassee. Center for Community Development and Research. Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date—22 Sep 77

Note—149p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adoption (Ideas), Behavioral Science Research, Behavior Patterns, Economically Disadvantaged, Economic Opportunities, Individual Characteristics, Institutions, Low Income Groups, Motivation, Perception, Poverty Areas, Rural Development, Rural Economics, Rural Population, Social Attitudes, Social Values, Sociocultural Patterns, Socioeconomic Influences, Surveys

Identifiers—Constraints, Florida

Designed as Phase I of a project directed toward

the eventual establishment of multi-purpose, cooperative, local organizations concerned predominantly with the socio-economic development of low income rural families in northwest Florida, this survey project was conducted in six counties which were selected according to rurality, incidence of poverty, and racial composition. Identification was sought of the perceived institutional and individual incentives and constraints which affect the adoption of new ideas and economic practices by rural low income families. In order to develop profiles of psychosocio-economic resources of the target population, a 3-part pre-tested, questionnaire was used by trained field researchers in face-to-face interviews with 586 heads of households. Computerized analyses of the findings revealed 21 background, behavioral, attitudinal, and psychological characteristics which were typical of the low income population. Attitudes and receptivity of the population generally indicated a positive atmosphere for the introduction of new ideas and increased job opportunities. (JD)

ED 193 002

RC 012 307

Veselka, Johnny L.

The Delivery of Educational Services: The Small District Problem. A Review of the Literature.

Pub Date—8 Feb 80

Note—56p; Paper presented to the faculty of the Department of Educational Administration, University of Texas at Austin in partial fulfillment of the requirements for admission to candidacy.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consolidated Schools, Curriculum Development, Delivery Systems, Educational Improvement, Educational Quality, Education Service Centers, Elementary Secondary Education, Rural Education, Rural Schools, Shared Services, Small Schools, Special Education, Teacher Education, Teacher Effectiveness, Vocational Education

Within the existing framework of public education in rural and small schools, educational leaders must always seek new ways for achieving substantive improvements in the delivery of educational services to their students. Although much of the official concern for rural/small schools has been directed toward consolidation and urbanization, small school leaders are showing an adeptness for identifying and implementing promising alternatives for educational improvement. The voluntary sharing of services, staff, and equipment demonstrates enormous potential. Although the problems are numerous, the opportunities for quality education in rural/small schools can be found in local resourcefulness, creativity, external assistance, cooperation and a willingness to provide the best possible educational program. The review of literature in this document is directed toward finding ways to improve the curriculum teaching quality, and overall quality of rural/small schools. Items included for review are: strengths and weaknesses of the school systems, teachers' problems, teacher training, vocational education, services for the handicapped and other disadvantaged students, educational aspirations and achievements of rural students, and opportunities for innovations and improvements in the delivery system. (Author/AN)

ED 193 003

RC 012 309

Bennett, Kendra R. Comp. Edmonson, Gloria, Comp.

WEECN Resource Roundup: Hispanic Women in America.

Women's Educational Equity Communications Network, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Sep 80

Note—9p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Education, Females, Hispanic Americans, Information Sources, Mexican Americans, Organizations (Groups), Politics, Puerto Ricans, Resource Materials

Identifiers—Chicanas, United States

The 70 citations in the annotated bibliography represent a selective sampling of resources focusing exclusively on Hispanic women (Mexican Americans, Chicanas, and Puerto Ricans) in the United States. The items cited are generally topical, of wide interest, readily accessible, inexpensive, and current

(some in-progress and forthcoming works are included). Literature, annotated bibliographies, research reports on a wide range of topics, and other materials are organized in four main categories: general, educational, cultural, and socio/political resources. Listings include title, author, publishing data, source, cost, and usually a one or two sentence annotation. In addition, a section of organizations and projects notes regional contact resources (in Colorado; California; Texas; Arizona; Washington, D.C.; and several northern states) which can provide information and assistance to individuals and groups concerned with issues relevant to Hispanic women. The title, address, telephone number, and contact person are given for each resource, along with a brief statement of its scope and focus. (Author/SB)

ED 193 004

RC 012 311

Hammerman, William M., Ed.

Fifty Years of Resident Outdoor Education, 1930-1980: Its Impact on American Education.

American Camping Association, Martinsville, Ind. Report No.—ISBN-0-87603-055-X

Pub Date—80

Note—145p; Not available in paper copy due to publisher's preference.

Pub Type—Historical Materials (060)—Collected Works - General (020)—Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adventure Education, Curriculum Development, Ecology, Environmental Education, Experiential Learning, History, Outdoor Education, Program Development, Resident Camp Programs

Fifty years of innovative programming in what has come to be called resident outdoor education are traced in this volume which examines the evolution of resident outdoor education from its early beginnings to the present. The several authors of this book are leaders in outdoor education who have been intimately involved in the development of programs and the teaching of other leaders. The various themes crystallize the essence of resident outdoor education as practiced in the United States from 1930-1980 and highlight the impact of this curriculum innovation on American education. Analyzing the impact that resident outdoor education has had on educational philosophy and practice, this book brings together numerous experiences in developing programs. Two aspects of outdoor education are prominent herein. The first (the central theme of the book) is that there is a need for direct contact with the environment, that some learning makes a deeper impact and is retained longer when a concept or an object is discovered, observed, sensed, and interpreted in the natural setting. The second aspect addresses learning to live with our fellow creatures. It is the intent of this volume to make possible a greater understanding of the outdoor education movement and of the need for extending its benefits throughout our school systems. (Author/AN)

ED 193 005

RC 012 312

The Bureau of Indian Affairs is Slow in Providing Special Education Services to All Handicapped Indian Children.

Comptroller General of the U.S., Washington, D.C. Pub Date—4 Sep 79

Note—21p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, American Indians, Elementary Secondary Education, Federal Indian Relationship, Financial Support, Government Role, Handicap Identification, Resource Allocation, Special Education, Teacher Shortage

Identifiers—Bureau of Indian Affairs, Education for All Handicapped Children Act, Navajo Area Office Bureau of Indian Affairs AZ, Phoenix Area Office Bureau of Indian Affairs AZ

Many handicapped Indian children in Bureau of Indian Affairs (BIA) schools are not receiving the benefits of special education services due to problems caused by poor leadership and a lack of emphasis on the program. Because of the late and incomplete evaluation of students, too few special education teachers have been hired, and funds that should have been used for that purpose have been spent for other purposes. The Senate and House Committees on Appropriations should restrict the Bureau's fiscal year 1980 special education funds to hiring special education teachers and specialists. In

addition, the Secretary of the Interior should direct the Assistant Secretary for Indian Affairs to develop a plan to hire needed special education personnel as soon as possible and, further, to develop policies, guidelines, and realistic goals for the delivery of special education services to all handicapped children. The Navajo Area and Phoenix Area offices are used as examples throughout the report. (CM)

ED 193 006 RC 012 313

Carsrud, Karen Elizabeth

Evaluation of Achievement Outcomes: Austin's Experience. Publication No. 80.33.

Austin Independent School District. Tex. Office of Research and Evaluation.

Pub Date—Aug 80

Note—11p.; Paper presented at the National Conference on Longitudinal Evaluation of Bilingual Programs (Austin, TX, August, 1980).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *Basic Skills, *Bilingual Education, Elementary Education, English, *Language Proficiency, Mathematics, *Reading Skills, Spanish, *Spanish Speaking, Speech Skills

Identifiers—Austin School District TX, Elementary Secondary Education Act Title VII

Austin's 5-year Title VII project was intended to improve the achievement of elementary students in the following areas: oral language proficiency, knowledge of basic concepts, reading ability in Spanish, and proficiency in English reading and math. Results indicated that program participants gained in knowledge of basic concepts at the kindergarten level and, to some extent, in Spanish reading ability. Fifth grade project students showed greater achievement than their nonproject peers in English reading. However, in fifth grade math and fourth grade reading and math, project students and nonproject students did not differ in their rate of gains. The gap in achievement between Spanish-dominant or bilingual students and their English-dominant peers remained. The program raised several problems for consideration: (1) difficulty in locating appropriate instruments for measuring achievement objectives in bilingual programs; (2) difficulty in obtaining an appropriate sample of students; (3) personnel changes in both project staff and evaluation staff during the course of a project; and (4) lack of evaluation models applicable for longitudinal evaluations of achievement in bilingual programs. (CM)

SE

ED 193 007 SE 031 003

Ritterbusch, Philip C.

Moving Ahead in Environmental Education.

Virginia Univ., Charlottesville.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date—[80]

Contract—300-700-4028

Note—23p.; Contains occasional marginal legibility.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, *Ecology, Energy, Environment, *Environmental Education, *Interdisciplinary Approach, Legislation, Models, Natural Sciences, Politics, Pollution, Population Growth, Regional Planning, Social Sciences, *Systems Approach, Technology

Identifiers—Environmental Education Act 1970

The aims of the 1970 Environmental Education Act are examined and the resultant developments of this legislation are reviewed. Detailed are various methods for fulfilling the aims of environmental education. (SB)

ED 193 008 SE 031 628

Postlethwait, S. N. And Others

The Evaluation of Minicourses in Undergraduate Biology at Twelve Selected Colleges and Universities. Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Dec 74

Grant—NSF-GY-10442

Note—20p.; Not available in hard copy due to marginal legibility of original document.

ginal legibility of original document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Biology, *College Science, Course Evaluation, *Evaluation Methods, *Field Tests, Higher Education, Instructional Materials, *Minicourses, Science Curriculum, Science Education, Science Instruction, Student Attitudes

This final report on field testing of minicourses in undergraduate biology lists the objectives, procedures, applications, and conclusions of the project in which twelve schools utilizing minicourses, developed at Purdue University, were sampled. Data were collected and analyzed on student achievement, student attitude changes, and student reaction to the minicourse materials. The data were then used to revise and improve the minicourses where weaknesses in content or approach were detected during the field testing. A scale to measure student attitudes toward biology was developed by the project staff along with an instrument allowing students to record their feelings about various aspects of the minicourse. (Author/CS)

ED 193 009 SE 031 629

Wong, Connie

A Laboratory Manual for Introductory Virology Based Upon Developmental Studies with Bacterial and Animal Viruses. Final Technical Report.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Dec 74

Grant—NSF-GY-6873

Note—320p.; M.A. Dissertation, The University of Texas at Austin. Contains occasional light and broken type.

Pub Type—Dissertations/Theses - Masters Theses (042)—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Biology, *College Science, Higher Education, *Laboratory Experiments, Laboratory Manuals, *Microbiology, Science Education, Science Materials

Identifiers—Virology

This manual provides numerous experiments for college-level microbiology students illustrating the basic principles in phage, tissue culture, and animal virology. (CS)

ED 193 010 SE 031 633

Yawkey, Thomas Daniels

Sociodramatic Play Effects on Mathematical Learning and Adult Rating of Playfulness in Five Year Olds.

Spons Agency—Economy Co., Oklahoma City, Okla.; Pennsylvania State Univ., University Park.

Pub Date—[80]

Note—27p.; Contains occasional light and broken type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, *Elementary School Mathematics, Kindergarten, *Kindergarten Children, *Learning, Mathematical Concepts, Preschool Education, Pretend Play, *Role Playing, Sex Differences, Teaching Methods, Young Children

Identifiers—*Mathematics Education Research

Examining the effects of sociodramatic play and sex differences on mathematical learning and adult-observed playfulness in young children, several preliminary analyses were run of pre-test scores. Tests used were the Kindergarten Keys Mathematics Test and the Lieberman Playfulness Scale. The results of three 2(treatment) x 2(sex) analyses of variance indicated no significant main or interaction effects on receptive language I.Q., mathematical abilities, or adult-observed playfulness. The main analyses consisted of two 2(treatment) x 2(sex) analyses of covariance using pre and post measures on mathematical and adult-observed playfulness responses. The results showed that children in the sociodramatic group outperformed those in the control groups on mathematical and adult-observed playfulness abilities; there were no differences for main or interaction effects of sex resulting from the analyses. (Author/TG)

ED 193 011

SE 031 742

Gennert, Dedre

The Structure of Analogical Models in Science.

Bolt, Beranek and Newman, Inc., Cambridge, Mass. Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No.—BBN-4451

Pub Date—Jul 80

Contract—N00014-79-C-0338

Note—102p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Abstract Reasoning, College Science, Higher Education, *Metaphors, Models, Science Education, *Science Instruction

Identifiers—*Analogy

Analogical models can be powerful aids to reasoning, as when light is explained in terms of water waves; or they can be misleading, as when chemical processes are thought of in terms of life processes such as putrefaction. This paper proposes a structural characterization of good science analogy using a theoretical approach in which complex metaphors and analogies are treated as structure-mappings between domains. To delineate good from poor science analogy, a series of comparisons is made. First, metaphor and analogy are contrasted with literal similarity; then, explanatory-predictive analogy is contrasted with expressive metaphor; finally, within science, good explanatory analogy is contrasted with poor explanatory analogy. Analogies of historical importance are analyzed and empirical findings are discussed. (Author/CS)

ED 193 012 SE 031 768

Hair, Dwight And Others

An Assessment of the Forest and Range Land Situation in the United States.

Forest Service (DOA), Washington, D.C.

Report No.—FS-345

Pub Date—Jan 80

Note—706p.; Contains occasional light and broken type. Some tables contain small print which may not reproduce well.

Pub Type—Reports - General (140)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors—*Conservation (Environment), Decision Making, *Environment, Environmental Influences, *Forestry, Government Role, *Land Use, *Natural Resources, Outdoor Activities, *Planning, Recreation, Water Resources, Wildlife Management

This report is a comprehensive analysis of the renewable resources of forest and range land and associated waters prepared in response to provisions of the Forest and Rangeland Renewable Resources Planning Act of 1974. It shows that the nation's demands for outdoor recreation, wildlife and fish, range grazing, timber, and water have been growing rapidly and will continue to rise in the future. The report is comprised of two major sections: Part I is an assessment of the Renewable Resources Situation on Forest and Range Lands; and Part II is a Description of Forest Service Programs and Responsibilities. A glossary of terms is provided. (Author/RE)

ED 193 013 SE 031 769

Wray, Bob And Others

The 1980 Report to Congress on the Nation's Renewable Resources.

Forest Service (DOA), Washington, D.C.

Report No.—FS-347

Pub Date—80

Note—175p.; Not available in hard copy due to marginal legibility of Appendices.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation (Environment), Decision Making, *Environment, Environmental Influences, *Forestry, *Government Role, *Natural Resources, *Planning, *Recreation, Water Resources, Wildlife Management

This assessment describes the present renewable resources situation and projects future supplies of, and demands for, these resources. It also identifies various means to meet the demands. For selected resources, it also analyzes benefits and costs of meeting the demand. This assessment also shows that demand for forest and rangeland resources will continue to grow, but supply will increase at a slower rate. A program to implement the Renewable

156 Document Resumes

Resources Planning Act, based upon the findings of the assessment, is presented. (Author/RE)

ED 193 014 SE 031 918

MilKent, Marlene M. And Others
Teachers and Marine Education: A Survey.
University of Southern Mississippi, Hattiesburg.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
National Sea Grant Program.
Report No.—MASGP-79-005
Pub Date—79

Note—14p.; Contains occasional broken type.
Available from—Coordinator of Publications, Mississippi-Alabama Sea Grant Consortium, P.O. Box AG, Ocean Springs, MS 39564 (free).
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biological Sciences, *Educational Research, Environmental Education, *Marine Biology, *Oceanography, Science Curriculum, *Science Education, Science Instruction, Science Teachers, Secondary Education, Secondary School Teachers, Surveys

A survey of Alabama and Mississippi high school science teachers was conducted in the spring of 1979 as an initial step in the Man and the Gulf of Mexico (MGM) marine education project. Most teachers surveyed had little or no formal coursework pertaining to the marine sciences. The teachers felt they did not have adequate knowledge for teaching most marine-related topics. Most familiar topics were rated as highest in importance. A variety of teaching strategies and approaches were identified as suitable for presenting marine education concepts. (Author/BW)

ED 193 015 SE 031 928

Conservation Careers. Revised Edition.
National Wildlife Federation, Washington, D. C.
Pub Date—79

Note—13p.; Contains colored drawings which may not reproduce well.
Available from—National Wildlife Federation, 1412 16th St., N.W., Washington, DC 20036 (single copy free, additional copies \$0.15 each).
Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Awareness, *Career Choice, Career Planning, *Careers, *Conservation (Environment), Conservation Education, Environment, Environmental Education, *Natural Resources, Occupations, Sciences

This pamphlet provides a partial listing of career opportunities in natural resources management. Educational requirements are discussed and potential employers are listed. Pay is described as "adequate." Sources of additional information are included. (BW)

ED 193 016 SE 031 929

Endangered and Threatened Animal Species and Subspecies of U.S., Puerto Rico, Virgin Islands, American Samoa, Guam, and Trust Territory. 1979 and 1980 Editions.

National Wildlife Federation, Washington, D. C.
Pub Date—80

Note—24p.
Available from—National Wildlife Federation, 1412 16th St., N.W., Washington, DC 20036 (single copy free, write for price for additional copies).
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Sciences, *Conservation (Environment), Entomology, Environment, *Natural Resources, *Wildlife, Wildlife Management

Identifiers—*Endangered Species
Presented is a listing of threatened and endangered animal species and subspecies both by State and collectively for the United States, Puerto Rico, Virgin Islands, American Samoa, Guam, and Trust Territory. (BW)

ED 193 017 SE 031 930

Energy: A Growing National Problem?
National Wildlife Federation, Washington, D. C.
Pub Date—78

Note—17p.
Available from—National Wildlife Federation, 1412 16th St., N.W., Washington, DC 20036 (single copy free, additional copies \$0.20 each).
Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conservation (Environment), Conservation Education, *Energy, *Energy Conservation, *Environmental Education, Futures (of Society), *Natural Resources, Public Policy, *Resource Allocation, Science Education

This publication highlights information about the energy problem and indicates some possible solutions. Americans must find new energy sources and more efficient ways to utilize existing energy supplies. The National Wildlife Federation urges conservation of existing fuel supplies, exploration of new potential energy sources, adaption of some energy sources to lessen their negative affects, and adaption of personal living habits. (Author/BW)

ED 193 018 SE 031 931

Hardin, Jan
Seascapes: Glimpses of Our Water World.
Delaware Univ., Newark. Coll. of Marine Studies.
Pub Date—78

Note—40p.; Contains occasional light type.
Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biological Sciences, Biology, Environment, Environmental Education, Livestock, *Marine Biology, *Natural Resources, *Oceanography, Research, *Science Education, Water Resources, Zoology

Presented is a collection of newspaper articles prepared by the Delaware Sea Grant Marine Advisory Service during the summer of 1978. Subjects addressed are bioluminescence, beachcomber finds, gulls, beach erosion, marine research activities, barnacles, sand, seaweed, jellyfish, shore restaurants, diving mammals, and tides. (Author/BW)

ED 193 019 SE 031 932

Davis, James T. Lightfoot, Deborah J.
Aquatic Science, Marine Fisheries Biology.
Texas A and M Univ., College Station. Texas Agricultural Extension Service.
Report No.—TAMU-SG-79-405
Pub Date—Jun 79

Note—20p.; Not available in hard copy due to copyright restrictions.

Available from—Marine Information Service, Sea Grant College Program, Texas A&M University, College Station, TX 77843 (Order No. TAMU-SG-79-405, single copy free, 2-10 copies \$0.50 ea.).

Pub Type—Reference Materials (130) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, Ecology, Environment, Environmental Education, *Fisheries, *Marine Biology, *Natural Resources, *Oceanography, *Science Education

This booklet is designed to aid in identifying some of the organisms that live along the Texas Gulf Coast. Also emphasized are physical and biological features of the area and proper management of commercially valuable species. Activity suggestions are included. (Author/BW)

ED 193 020 SE 032 752

Valenti, Christopher
Keeping a Marine Aquarium - A Manual.
Delaware Univ., Newark. Coll. of Marine Studies.
Pub Date—Jun 79

Note—39p.; Contains colored photographs which may not reproduce well.

Available from—Sea Grant Information, College of Marine Studies, University of Delaware, Newark, DE 19711 (\$2.50).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Class Activities, Culturing Techniques, Field Trips, Fisheries, *Laboratory Procedures, *Maintenance, *Marine Biology, *Oceanography, *Science Education, Zoology

Presented is advice on how to set up and maintain a saltwater aquarium, and a discussion on everything from algae growth to constructing an underground filter to hatch brine shrimp. Information on which tropical and temperate animals are appropriate for marine aquaria and how to collect them is also included. (Author/SB)

ED 193 021 SE 032 763

Aurora City Schools Kindergarten Math Readiness Course of Study.

Aurora City Schools, Ohio.
Pub Date—79

Note—53p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Activity Units, Basic Skills, Cognitive Objectives, Course Descriptions, *Course Objectives, Educational Objectives, Elementary Education, *Elementary School Mathematics, *Kindergarten, Mathematics, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Program Descriptions, Resource Materials, Teaching Skills

The program goals and objectives for Kindergarten mathematics readiness in Aurora City Schools are listed and described. Consideration of Kindergarten Philosophy, the diverse population of students, the organizational design of adopted textbooks, child development and learning styles, are all assessed in establishing scope and sequence. The Kindergarten Mathematics Program is designed to incorporate the following facets: concrete or "hands-on" experiences for pupils; concept and language development for large group presentations; workbook activities; additional approaches for children with special learning difficulties; and materials for additional reinforcement or enrichment. The expected mathematical vocabulary and instructional objectives are listed. Detailed information for each objective given include the skills each child will master, affective and cognitive objectives, teacher and student resources, pupil activities, and evaluation methods. This document concludes with a listing of texts and materials recommended by the Kindergarten Math Adoption Committee in June 1979. (MP)

ED 193 022 SE 032 769

Computer Literacy Program Briefs.
Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—[78]

Note—20p.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Oriented Programs, Computers, Computer Science, *Computer Science Education, *Elementary Secondary Education, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Program Descriptions, Teacher Education

Computer Literacy Program Briefs for seven schools and/or school districts are presented. Topics covered in each brief include: the institution or institutions covered, the educational program strategies, the target student audience, major components of the instructional program, illustrative examples of specific objectives, organization of the instructional package, facilities and equipment used, the nature and extent of teacher training, classroom activities and resource materials, and the impact and effect of the computer literacy program. (MP)

ED 193 023 SE 032 776

Solar Energy Education Bibliography: Books, Films & Slides. Expanded Version.

Center for Renewable Resources, Washington, D.C.
Pub Date—Jun 80

Note—78p.
Available from—Center for Renewable Resources, 1001 Connecticut Ave., N.W., Suite 510, Washington, DC 20036 (no price quoted).
Pub Type—Reference Materials - Directories - Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Curriculum, Elementary Secondary Education, Energy, *Energy Conservation, *Fuels, Higher Education, *Resource Materials, *Solar Radiation, Water Resources

Identifiers—*Energy Education
This directory offers a comprehensive listing of resources, including films, for energy education. The document is divided into three sections: (1) Publications according to elementary, secondary, and college level; (2) Audiovisuals; and (3) Periodicals. Specific energy topics covered include solar, wind, and biomass technologies. (RE)

ED 193 024 SE 032 862

Quinn, Mary Ellen Kessler, Carolyn.
 Science Education and Bilingualism.

Pub Date—Apr 80

Note—21p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, *Bilingual Students, Elementary Education, *Elementary School Science, *Hypothesis Testing, Learning Theories, Problem Solving, Science Education, Scientific Methodology
 Identifiers—*Piaget (Jean), *Science Education Research

Reported is a study to examine the effects of bilingualism on the ability to formulate scientific hypotheses or solutions to science problems by examining results of the same treatment motivating hypothesis formation given by the same teacher to classes of sixth-grade students ranging from monolingual English-speaking children to proficient bilingual Spanish-English speaking children. Results from these experimental groups were compared with control groups. The treatment given the experimental groups consisted of 12 science inquiry film sessions, and 6 discussion sessions, each 40 minutes in length, with all sessions for all groups taught by the same teacher in English. A significant difference was found between the experimental and control groups for both monolinguals and bilinguals when comparing the scopes for quality of scientific hypotheses, with the bilinguals scoring higher. (Author/DS)

ED 193 025 SE 032 863

Campbell, Clifton P.
 Associate Degree Curriculum for Engineering Technology.

Pub Date—80

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Engineering Education, *Engineering Technology, Higher Education, *Program Descriptions, *Science Curriculum, Science Education, *Science Programs, Two Year Colleges

Presented is a two-year associate degree curriculum for Engineering Technology. Specializations are provided in civil, electronics, and mechanical technology. The civil engineering technology specialization facilitates three major areas of study, and mechanical technology includes design and production options. Each curriculum was designed to include an adequate background and as much in-depth training as was considered reasonable in a two-year program. One of the advantages of these curricula is the almost common first year which permits greater flexibility for students in selecting an area of specialization. (Author/DS)

ED 193 026 SE 032 867

Stolarz, Theodore J.
 The Programmable Calculator in the Classroom.
 Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—23 Mar 79

Note—9p.; Contains occasional broken type.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Algorithms, *Calculators, Cognitive Processes, Computer Programs, Educational Technology, *Elementary Secondary Education, Instructional Materials, Learning Activities, *Mathematical Applications, *Mathematical Concepts, *Mathematical Logic, *Mathematics Education, *Mathematics Materials, Problem Solving
 Identifiers—*Programmable Calculators

The uses of programmable calculators in the mathematics classroom are presented. A discussion of the "microelectronics revolution" that has brought programmable calculators into our society is also included. Pointed out is that the logical or mental processes used to program the programmable calculator are identical to those used to program any computer. A list and description of thirteen mathematical- and computer-related concepts that students can learn by working with programmable calculators is presented. The report concludes with four additional uses of these electronic devices by teachers and pupils in the classroom. (MP)

ED 193 027 SE 032 868

Energy Auditing.
 Association of Energy Engineers, Atlanta, Ga.
 Report No.—ISBN-0-915586-31-2

Pub Date—80

Note—103p.; Based on the proceedings of the Energy Audit Symposium (Chicago, IL, September 6-7, 1979).

Available from—The Fairmont Press, Inc., P.O. Box 14227, Atlanta, GA 30324 (\$45.00).

Pub Type—Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—Administration, *Decision Making, *Energy, *Energy Conservation, *Evaluation Methods, *Facilities, Government Role, *Measurement Techniques, Public Policy, Training
 Identifiers—*Energy Audits

Presented is a discussion of various aspects of policy and implementation of energy auditing at various levels of government. Included are 11 chapters dealing with: (1) a national energy plan, (2) state certification for energy auditors, (3) survey instrumentation, (4) energy management economics, (5) Maine school energy auditing, (6) energy auditing by computer, (7) retrofit of educational facilities, (8) energy savings in the home, (9) energy audit of a hospital, (10) energy surveys of 300 industrial plants, and (11) application of the Hittman Methodology. (RE)

ED 193 028 SE 032 869

Population Education in Health: Some Sample Lessons.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—47p.; For related documents, see SE 032 870-872.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Health Services, Elementary Secondary Education, *Environmental Education, *Health Education, Health Materials, Nutrition, *Overpopulation, *Population Education, Population Growth, Teaching Guides

This manual for home economics teachers contains eight sample lessons on health issues related to population growth. Among the topics treated are nutrition, family health, communicable diseases, causes of high mortality, and community health services. Lessons are designed for lower primary through high school students. A scope and sequence chart depicts how teachers can integrate population-related concerns into the health curriculum. These activities were adapted from materials prepared in several countries in Asia and Oceania. (WB)

ED 193 029 SE 032 870

Population Education in Home Economics: Some Sample Lessons.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—54p.; For related documents, see SE 032 869-872. Contains occasional marginal legibility.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Environmental Education, *Family Life Education, *Home Economics Education, Home Economics Teachers, Marriage, Nutrition Instruction, *Overpopulation, *Population Education, Teaching Guides

Seven sample lessons on population and the family appear in this home economics teacher's manual. These activities have been adapted from materials produced in several countries in Asia and Oceania. A scope and sequence chart illustrates how teachers can integrate population-related issues into the home economics curriculum. Among the topics covered in this manual are family relationships, nutrition, family stages, marriage, adolescent changes and decisions, and family resources. Activities are designed for students in the upper primary grades through high school. (WB)

ED 193 030 SE 032 871

Population Education in Mathematics: Some Sample Lessons.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—47p.; For related documents, see SE 032 869-872.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Demography, Elementary Secondary Education, *Environmental Education, Mathematics Education, *Mathematics Instruction, Mathematics Teachers, *Overpopulation, *Population Education, Population Growth, Teaching Guides

This mathematics teacher's manual contains ten sample lessons on population growth and demography that were adapted from materials produced in several countries in Asia and Oceania. Among the mathematics concepts and skills students apply during these lessons are set theory, cardinal and ordinal numbers, frequency tallies, percentages, ratios, averages, inequalities, and the use of graphs and tables. Activities are designed for lower primary through high school students. Topics investigated include family size, fertility rates, age-sex pyramids, dependency ratios, and population projections. A scope and sequence chart illustrates how teachers can integrate population-related issues into the regular mathematics curriculum. (WB)

ED 193 031 SE 032 872

Population Education in Science: Some Sample Lessons.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—57p.; For related documents, see SE 032 869-871.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Environmental Education, *Food, *Natural Resources, Overpopulation, *Population Education, Science Education, *Science Instruction, Science Teachers, Teaching Guides

This science teacher's manual contains nine sample population education lessons adapted from materials produced in several countries in Asia and Oceania. Activities are designed for lower primary through high school students. Included are class discussions, small group activities, and a role-playing situation. Food chains, human dependence upon plants and animals, methods for increasing food supply, water pollution, and land resources are among topics investigated. A scope and sequence chart depicts how teachers can integrate population growth and related issues into the regular science curriculum. (WB)

ED 193 032 SE 032 876

Hartley, J. R.
 Using the Computer to Study and Assist the Learning of Mathematics. Occasional Publication Number 2.

Leeds Univ. (England).

Pub Date—80

Note—41p.; Contains occasional light and broken type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Computer Assisted Instruction, *Computer Programs, Computers, Educational Technology, Instructional Materials, *Mathematical Concepts, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Programed Instruction
 Identifiers—*Computer Assisted Learning, *Mathematics Education Research

Computer Assisted Learning (CAL) is presented as a tool to assist with the teaching and learning of mathematics. Three types of learning are distinguished and the role of CAL within each of these areas is presented. The learning types described are the acquisition of concepts, the learning of relations and rules, and problem solving. Some CAL research and developmental studies in mathematics, along with applications, are reviewed. Sections also cover techniques of program and language design and how materials are used in order to achieve particular learning outcomes. This report concludes with some observations on the present requirements and future directions of CAL. (MP)

ED 193 033 SE 032 881
Doelling, Irvin

Computer Programming Languages and Expertise Needed by Practicing Engineers.

American Society for Engineering Education, Washington, D.C. Computers in Education Div. Pub Date—May 80
Note—5p.

Available from—COED Transactions, ASEE, P.O. Box 308, West Long Branch, NJ 07764 (no price quoted).

Journal Cit—COED Transactions; v12 n5 May 1980

Pub Type—Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Computer Programs, Computer Science, Engineering Education, *Engineering Technology, *Engineers, Higher Education, *Programming, *Programming Languages

Discussed is the present engineering computer environment of a large aerospace company recognized as a leader in the application and development of computer-aided design and computer-aided manufacturing techniques. A review is given of the exposure spectrum of engineers to the world of computing, the computer languages used, and the career impacts of the exposure. Also presented are trends anticipated and causative factors. (DS)

ED 193 034 SE 032 882
Frederick, Dean K. Waag, Gary L.

An Interactive Graphics Program for Assistance in Learning Convolution.

American Society for Engineering Education, Washington, D.C. Computers in Education Div. Pub Date—80

Note—20p.

Available from—COED Transactions, ASEE, P.O. Box 308, West Long Branch, NJ 07764 (no price quoted).

Journal Cit—COED Transactions; v12 n7/8 Jul/Aug 1980

Pub Type—Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Graphics, *Computer Managed Instruction, Computer Programs, Engineering, Engineering Education, Higher Education, *Instructional Materials, Mathematics Education

A program has been written for the interactive computer graphics facility at Rensselaer Polytechnic Institute that is designed to assist the user in learning the mathematical technique of convolving two functions. Because convolution can be represented graphically by a sequence of steps involving folding, shifting, multiplying, and integration, it is a natural candidate for computer-aided instruction. The program can be run in one of two modes depending on the experience and the user's needs. Detailed instructions and explanations are given at each step of the process. The running of the program is illustrated with samples of the graphics display and the experience gained by use in classes to date is summarized. (Author/DS)

ED 193 035 SE 032 883
Vaidya, Narendra

Concept Formation.

Regional Coll. of Education, Ajmer (India).

Pub Date—12 Mar 80

Note—76p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Children, Cognitive Development, *Concept Formation, Elementary Secondary Education, *Learning Processes, Learning Theories, Science Education

Identifiers—*Piaget (Jean)

This document, published in India by the Regional College of Education, deals with 13 subjects: the tough context (thinking), definitions of concept, functions of concept, the process of concept formation, discriminant learning, mediation process, second signalling system, factors affecting concept formation, studies in concept formation, the Geneva school, two illustrations, acceleration in concept development, and information processing and decision making. It includes two appendices: (1) characteristics of abstract as compared with concrete thought, and (2) the problematic territory of Jean Piaget and adolescent thought. In addition, there is a bibliography and a preface on Jean Piaget on Education. (SK)

ED 193 036 SE 032 894
Heiting, W. Tony

Activities of the Iowa Energy Policy Council in Energy Education.

Iowa Energy Policy Council, Des Moines.

Pub Date—Jun 80

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Energy, *Energy Conservation, Environmental Education, Extension Education, *Inservice Education, *Program Descriptions, Public Education, Science Education, *State Agencies

Identifiers—*Energy Education, Iowa Energy Policy Council

This report describes the various energy education programs and projects with which the Iowa Energy Policy Council has been involved since 1976. Briefly summarized are the Council's activities in curriculum development, inservice education, energy extension, and the organization of energy-related special events. (WB)

ED 193 037 SE 032 895
Novillis, Carol F.

The Meanings of Some Relational and Dimensional Terms in Children's Language.

Pub Date—Apr 79

Note—52p.; Paper presented at the Meeting of the National Conference on Diagnostic and Prescriptive Mathematics (6th, Tampa, FL, April 23, 1979). Contains occasional light and broken type.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Development, *Cognitive Processes, Elementary Education, *Elementary School Mathematics, *Language Patterns, *Language Research, Learning Theories, *Mathematical Concepts, Mathematics Education, Preschool Education, *Spatial Perception, Student Characteristics

Identifiers—*Mathematics Education Research

Presented is a review of linguistic research on children's acquisition of more/less, same/different, big/little, long/short, and similar relational and dimensional terms. The review illustrates that children's meanings for words differ from adult meanings. The nature and findings of several research projects are discussed and it is concluded that while there are many limitations to the studies reported, there are several general and specific trends worth noting. Children's first meanings for terms can be viewed as incomplete and incorporating additional features as part of their meaning that are not part of adult meanings. Teachers of young children should be aware of the many diverse situations in which terms are used, and should listen more to children in natural language contexts where they exhibit spontaneous use of terms. The stated purpose of this paper is to emphasize the need for mathematics education research that focuses on linguistic variables as well as cognitive ones. (MP)

ED 193 038 SE 032 896
Dumont, J. J. And Others

Arithmetic Disabilities: The Relation Between Arithmetic and Some Psychological Abilities. A Reanalysis.

Nijmegen Univ., The Netherlands.

Pub Date—Jan 80

Note—18p.; Paper presented at the International Congress on Early Childhood Education (Tel Aviv, Israel, January 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arithmetic, *Cognitive Measurement, *Cognitive Processes, Elementary Education, *Elementary School Mathematics, *Learning Disabilities, Learning Problems, Learning Theories, Mathematical Concepts, Mathematics Education, Problem Solving, *Student Characteristics

Identifiers—*Mathematics Education Research

This document notes that arithmetic disabilities can occur with an otherwise normal intelligence level. Two models of explanation are given. The first emphasizes the conditions under which children learn mathematics, the second views the identification of a number of factors in the "structure of intelligence" that appear to be strongly related with success in the teaching of mathematics. The starting point for this research is the question whether mathematics ability in primary schools is related with any

specific intellectual factors. Independent variables selected for study included intelligence, specific factors such as visual-spatial abilities, memory and fluency, and abilities in classification and seriation. One-hundred twenty pupils between the ages of 9 and 11 that were judged by their teachers to be one to two years behind in mathematics were selected for the study. The study concluded that, in general, arithmetic abilities are more dependent on verbal and non-verbal problem solving than on general mental ability. Addition and subtraction are distinguished from general mathematical ability as they appear to be dependent on different abilities. It is suggested that further research should aim at task-analysis of the different tasks. (MP)

ED 193 039 SE 032 897
The DOE Program Guide for Universities and Other Research Groups. Part I - DOE Research and Development Programs. Part II - DOE Procurement and Assistance Policies/Procedures.

Department of Energy, Washington, D.C. Office of Energy Research; Department of Energy, Washington, D.C. Procurement and Contracts Management Directorate.

Report No.—DOE/PR-0037

Pub Date—Mar 80

Note—107p.; Photographs will not reproduce well.

Available from—U.S. DOE-TIC, P.O. Box 62, Oak Ridge, TN 37830 (no price quoted).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Energy, Energy Conservation, *Grantsmanship, Higher Education, Program Descriptions, Public Agencies, *Research and Development Centers, Researchers, *Research Needs, *Research Proposals, Universities

This guide is intended to orient research organizations interested in establishing a program relationship with the United States Department of Energy (DOE). The publication is divided into two parts. Part I describes DOE research and development programs, summarizes budget data, and lists contact persons for DOE programs. In addition, this section identifies current research needs and potential areas for new research opportunities under each program. Part II provides an overview of policies and procedures for the submission, evaluation, and administration of grants, cooperative agreements, and research contracts. (WB)

ED 193 040 SE 032 898
National Assessment of Educational Progress,

Released Science Exercises, 1972-73.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Sep 75

Note—482p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Assessment, Elementary Secondary Education, *National Competency Tests, Science Education, *Science Tests

Presented are released science exercises from the National Assessment of Educational Progress in a loose-leaf format. Each exercise is followed by a documentation page that describes the objective being measured, mode of administration, age groups assessed, type of scoring, and national result. (CS)

ED 193 041 SE 032 899
Brookins, Geraldine K. Gray, Lou Allen B.

Jackson State University's Careers for Women in the Sciences Workshop. Final Report.

Jackson State Univ., Miss. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—25 Sep 79

Note—27p.

Pub Type—Reports - General (140) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Education, Career Exploration, College Science, Employed Women, *Females, Higher Education, *Science Careers, Science Education, *Workshops

Activities of a workshop held at Jackson State University on careers for women in the sciences are presented. Findings reported include a conclusion by participants that college level was not the optimal time for receiving science career information. Recommendations are made regarding appropriate ages for female students to receive exposure to

science careers and career models. (CS)

ED 193 042 SE 032 941

Providing for Energy Efficiency in Homes and Small Buildings, Part I.

American Association for Vocational Instructional Materials, Athens, Ga.

Spons Agency—Department of Energy, Washington, D.C. Office of Consumer Affairs.

Report No.—DOE/IR/06065-1 Pt. 1

Pub Date—Jun 80

Contract—EX-77-R-01-6065

Note—90p.; For related documents, see SE 032 942-945.

Available from—DOE Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Buildings, *Energy, *Energy Conservation, Independent Study, *Instructional Materials, *Science Education, Secondary Education, Units of Study, *Vocational Education

Presented is part one of a training program designed to educate students and individuals in the importance of conserving energy and to provide for developing skills needed in the application of energy-saving techniques that result in energy efficient buildings. Alternatives are provided in this program to allow for specific instruction in energy-saving methods and procedures, or for integration with construction courses. It may also be used for self-paced instruction. The materials are divided into three parts: (1) Understanding and practicing energy conservation in buildings; (2) Determining amount of energy lost or gained in a building; and (3) Determining which practices are more efficient and installing materials. Major topics presented in part one include understanding the importance of energy, developing a concern for conserving energy, understanding the use of energy in buildings, care and maintenance of energy efficient buildings, and developing energy-saving habits. (Author/DS)

ED 193 043 SE 032 942

Providing for Energy Efficiency in Homes and Small Buildings, Part II.

American Association for Vocational Instructional Materials, Athens, Ga.

Spons Agency—Department of Energy, Washington, D.C. Office of Consumer Affairs.

Report No.—DOE/IR/06065-1 Pt. 2

Pub Date—Jun 80

Contract—EX-77-R-01-6065

Note—76p.; For related documents, see SE 032 941-945. Contains occasional marginal legibility in Tables.

Available from—DOE Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Buildings, *Energy, *Energy Conservation, Heating, Independent Study, *Instructional Materials, *Science Education, Secondary Education, Units of Study, *Vocational Education

Presented is part two of a training program designed to educate students and individuals in the importance of conserving energy and to provide for developing skills needed in the application of energy-saving techniques that result in energy efficient buildings. Alternatives are provided in this program to allow for specific instruction in energy-saving methods and procedures, or for integration with construction courses. It may also be used for self-paced instruction. The materials are divided into three parts: (1) Understanding and practicing energy conservation; (2) Determining amount of energy lost or gained in a building; and (3) Determining which practices are more efficient and installing materials. Major topics presented in part two include terms used to measure energy in buildings, heat losses and gains in buildings, estimating heat loads and cooling loads in buildings, and determining cost benefits of using energy-saving procedures. (Author/DS)

ED 193 044 SE 032 943

Providing for Energy Efficiency in Homes and Small Buildings, Part III.

American Association for Vocational Instructional Materials, Athens, Ga.

Spons Agency—Department of Energy, Washington, D.C. Office of Consumer Affairs.

Report No.—DOE/IR/06065-1 Pt. 3

Pub Date—Jun 80

Contract—EX-77-R-01-6065

Note—121p.; For related documents, see SE 032

941-945.

Available from—DOE Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Air Conditioning Equipment, *Buildings, *Energy, *Energy Conservation, Independent Study, *Instructional Materials, Science Education, Secondary Education, Units of Study, *Vocational Education

Presented is part three of a training program designed to educate students and individuals in the importance of conserving energy and to provide for developing skills needed in the application of energy-saving techniques that result in energy efficient buildings. Alternatives are provided in this program to allow for specific instruction in energy-saving methods and procedures, or for integration with construction courses. It may also be used for self-paced instruction. The materials are divided into three parts: (1) Understanding and practicing energy conservation; (2) Determining amount of energy lost or gained in a building; and (3) Determining which practices are more efficient and installing materials. Major topics presented in each of these three parts include determining which practices are most efficient and economical, installing energy-saving materials, and improving efficiency of equipment. (Author/DS)

ED 193 045 SE 032 944

Providing for Energy Efficiency in Homes and Small Buildings, Teacher Guide.

American Association for Vocational Instructional Materials, Athens, Ga.

Spons Agency—Department of Energy, Washington, D.C. Office of Consumer Affairs.

Report No.—DOE/IR/06065-1 Pt. 4

Pub Date—Jun 80

Contract—EX-77-R-01-6065

Note—59p.; For related documents, see SE 032 941-945.

Available from—DOE Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (free).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Air Conditioning, Buildings, *Energy, *Energy Conservation, Heating, Independent Study, *Instructional Materials, Science Education, Secondary Education, *Units of Study, *Vocational Education

Identifiers—*Energy Consumption
This is the teacher's guide for a training program designed to educate students and individuals in the importance of conserving energy and to provide for developing skills needed in the application of energy-saving techniques that result in energy efficient buildings. Alternatives are provided in this program to allow for specific instruction in energy-saving methods and procedures, or for integration with construction courses. It may also be used for self-paced instruction. The materials are divided into three parts: (1) Understanding and practicing energy conservation; (2) Determining amount of energy lost or gained in a building; and (3) Determining which practices are more efficient and installing materials. (Author/DS)

ED 193 046 SE 032 945

Providing for Energy Efficiency in Homes and Small Buildings, Student Workbook.

American Association for Vocational Instructional Materials, Athens, Ga.

Spons Agency—Department of Energy, Washington, D.C. Office of Consumer Affairs.

Report No.—DOE/IR/06065-1 Pt. 5

Pub Date—Jun 80

Contract—EX-77-R-01-6065

Note—76p.; For related documents, see SE 031 941-944.

Available from—DOE Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Air Conditioning, Buildings, *Energy, *Energy Conservation, Heating, Independent Study, *Instructional Materials, Science Education, Secondary Education, *Units of Study, *Vocational Education

Identifiers—*Energy Consumption
This student manual presents a training program designed to educate students and individuals in the importance of conserving energy and to provide for developing skills needed in the application of energy-saving techniques that may result in energy efficient buildings. Alternatives are provided in this

program to allow for specific instruction in energy-saving methods and procedures, or for integration with construction courses. It may also be used for self-paced instruction. The materials are divided into three parts: (1) Understanding and practicing energy conservation; (2) Determining amount of energy lost or gained in a building; and (3) Determining which practices are more efficient and installing materials. (Author/DS)

ED 193 047 SE 032 946

**Ayer, Robert And Others
Exploitation or Conservation: Today's Choices for Tomorrow. A Guide to Activities and Strategies in Environmental Education, Grades 9-12.**

Alachua County Schools, Gainesville, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—Aug 77

Note—244p.; Contains occasional light and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Biology, *Environmental Education, Interdisciplinary Approach, *Natural Resources, Physical Sciences, *Pollution, Resource Units, Science Instruction, Secondary Education, Secondary School Science, *Social Studies

Identifiers—Environmental Problems, Environmental Quality

Presented in this guide are classroom and outdoor lessons intended to assist high school teachers in implementing environmental education objectives. Provided for each objective are background information, up to 15 related activities, and teacher questions designed to facilitate students' investigations. Among the learning strategies used are role-playing, field studies, library research, and interviews of local residents. Emphasis is upon data collection and discussion by students. The student's role in natural and social environments is stressed in most activities. (Author/WB)

ED 193 048 SE 032 947

**Helmeck, Robert And Others
Environmental I.D.E.A.S. Clusters 10, 11, 12.**

Physical Sciences. Preliminary Edition.

Polk County Board of Public Instruction, Bartow, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—Jun 77

Note—122p.; Not available in hard copy due to marginal legibility of original document. Best copy available.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Chemistry, *Earth Science, *Environmental Education, *Natural Resources, Resource Units, Science Education, Science Instruction, Scientific Concepts, *Secondary Education, *Social Studies

Identifiers—*Environmental Problems

Approximately 30 experiments related to environmental problems comprise this manual. The three conceptual themes under which these lessons are organized deal with: (1) change; (2) the interaction of custom, rule, and law in society; and (3) economy, life style, and individual attitudes. Provided are materials for both students and teachers. Teacher materials include background information, student objectives, references, and conceptual theme statement. Listed in the student materials are the problem, materials needed, procedure, discussion questions, and suggested follow-up experiments. (WB)

ED 193 049 SE 032 948

**Houck, Carol Fulcher, Donna
Understanding the Everglades.**

Broward County Schools, Fort Lauderdale, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—77

Note—169p.; Contains occasional light and broken type.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Ecology, *Environmental Education, *Land Use, *Natural Resources, Outdoor Education, Resource Units, Science Education, *Science Instruction, *Secondary Education, Social Studies

Identifiers—Environmental Problems, *Everglades

This manual focuses upon natural resources issues and biophysical characteristics of the Everglades and adjacent southern Florida. Topics of the seven units of study are: animal life, ecosystems, geology, land use, plant life, recreation, and water management. Preceding the activities in each unit is background information intended for both students and teachers. Also provided are student activity sheets, teacher guidelines, vocabulary lists, and sources of information. Values questionnaires, simulation games, school yard studies, and classroom discussions are among the types of activities included. (WB)

ED 193 050 SE 032 949

Jorgensen, Joseph. Schroeder, Marlene.
Inhabitants of the Fresh-Water Community.
Citrus County Board of Public Instruction, Inverness, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date—Jun 77
Note—37p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ecology, *Elementary Secondary Education, *Environmental Education, *Field Trips, Grade 6, *Outdoor Education, *Plant Identification, *Resource Units, *Science Instruction, *Water Resources

Identifiers—*Aquatic Organisms

This learner's guide is designed to assist middle school students in studying freshwater organisms. Following a brief introduction to freshwater ecology, simple line drawings facilitate the identification of plants and animals common to Florida's freshwater ecosystems. Emphasis of the short text which accompanies each illustration is upon the organism's appearance and habitat. A supplementary set of slides depicting some of the plants and animals discussed is available. (WB)

ED 193 051 SE 032 952

What Are the Needs in Precollege Science, Mathematics, and Social Science Education? Views From the Field.

National Science Foundation, Washington, D.C. Directorate for Science Education.

Report No.—NSF-SE-80-9

Pub Date—80

Note—221p.

Pub Type—Information Analyses (070) — Reports - General (140)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Educational Needs, *Elementary Secondary Education, *Government Publications, *Mathematics Education, *Science Education, *Social Studies, *State of the Art Reviews, *Teacher Associations

This eighth and final volume in a series based on the National Science Foundation's Status Study of Precollege Science, Mathematics and Social Studies Educational Practices in U.S. Schools, includes commissioned reports prepared by nine organizations having a major interest in the conduct and quality of precollege science education. Chapter One includes reports from three teacher organizations; Chapter Two, from two science organizations; and Chapter Three, from four administration and support organizations. (CS)

ED 193 052 SE 032 953

O'Toole, Kathleen P.

Patterns of Life in the Water. Student Field Studies of Two of Franklin County's Aquatic Ecosystems.

Franklin County School District, Apalachicola, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—77

Note—89p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Biology, *Ecology, *Environmental Education, *Field Trips, *Marine Biology, *Oceanography, *Outdoor Education, *Science Education, *Science Instruction, *Secondary Education, *Water Resources

Identifiers—*Aquatic Organisms, *Limnology

Described in this manual are two field investigations which utilize the natural environment to teach ecological principles to high school students. In groups of five to ten, students study two aquatic environments and then prepare a booklet which summarizes their work. The manual is divided into four parts: (1) teacher's guide; (2) student's guide;

(3) rivers, lakes, and ponds; and (4) sandy beaches. The teacher's guide describes goals and objectives, prerequisite student knowledge and skills, and stages of group growth. An overview of basic ecological principles and a discussion of the field study goals comprise the student's guide. The remaining two parts provide instructions for investigating a freshwater and a marine ecosystem. These activities consist primarily of transect and quadrat studies, chemical analysis, and species identification. Included in the appendix are some field procedures and a list of references. (WB)

ED 193 053 SE 032 954

Reading via Environment.

Lee County School District, Fort Myers, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—77

Note—107p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Basic Skills, *Elementary Education, *Environment, *Environmental Education, *Language Skills, *Outdoor Education, *Reading Games, *Reading Instruction, *Reading Skills, *Vocabulary Skills, *Writing Instruction, *Writing Skills

Described are over 100 activities designed to improve students' reading and writing skills by using the environment as a stimulus. The school, local community, family, and inner self serve as lesson topics. Learning strategies include word games, poetry, art projects, peer-produced mini-texts, and gardening. Also used are a word builder booklet and set of student reading cards, which can constitute complete lessons, supplementary lessons, or parts of other lessons. A graph for estimating reading level is provided so that teachers can adapt activities for students of different abilities. (WB)

ED 193 054 SE 032 955

Conservation Awareness Guide.

Santa Rosa County Board of Public Instruction, Milton, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—77

Note—54p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Conservation (Environment), *Conservation Education, *Elementary Education, *Elementary School Curriculum, *Energy, *Environmental Education, *Natural Resources, *Resource Materials, *Science Education, *Science Instruction

Recommendations for incorporating conservation education into the K-5 curriculum comprise this teacher's guide. Examined are eight natural resources: air, energy, forests and plant life, human resources, minerals, soil, water, and wildlife. Each of these topics is considered in two ways: (1) a chart depicts concepts basic to understanding the resource; and (2) a second chart lists related classroom activities. Both concepts and activities are indicated by grade level. Emphasized are local resources and concerns. (WB)

ED 193 055 SE 032 956

Adams, Diane. And Others.

Environmental Education Curriculum.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—Jun 77

Note—99p.; Contains occasional light and broken type. Guide prepared at the Glen Springs Elementary School, Gainesville, FL.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Biological Sciences, *Botany, *Elementary Education, *Elementary School Curriculum, *Environmental Education, *Outdoor Education, *Resource Materials, *Science Education, *Science Instruction, *Soil Science, *Wildlife

Identifiers—*School Yards

Described is a K-5 curriculum developed by teachers for use in conjunction with an outdoor learning site adjacent to their school. A curriculum matrix depicts the sequence of organisms, habitats, and soil characteristics that students in each grade level should study. Also included is background information about the site for teachers. Organized by grades, each lesson plan includes objectives, a materials list, suggestions for student evaluation, and a brief outline of the activity. Among the learning strategies described are art projects, habitat stu-

dies, plays, and plant and animal identification. (WB)

ED 193 056 SE 032 957

Ellis, Richard Allen

An Analysis of the Impact of Public Participation

Activities in Water and Transportation Projects.

Pub Date—80

Note—350p.; Ph.D. Dissertation, The Ohio State University. Tables in Appendices contain small print and will not reproduce well.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Case Studies, *Citizen Participation, *Environmental Education, *Federal Government, *Federal Programs, *Natural Resources, *Public Agencies, *Public Opinion, *Public Relations, *Road Construction, *Water Resources

Identifiers—Resource Development Projects

Described is an analysis of variables potentially influential in public participation processes associated with Federally-funded projects in water resources, wastewater management, and highway construction. Methodology involved three phases: (1) a review of public participation literature to inductively identify variables present or recommended for presence in public participation activities; (2) organization of the 161 variables identified into sets describing potential elements and potential outcomes of public participation; and (3) analysis of 105 case studies of public participation for the presence and absence of the 161 variables. An analysis work sheet facilitated documentation of the occurrence of variables in each case study examined. The researcher used frequency and correlational computations to identify variables which merited further analysis. These variables were selected according to their frequency of documentation, frequency of significant correlations, and magnitude of correlations. Conclusions drawn from the examination of relationships among variables emphasized the importance of maintaining two-way communication between agency and participants and identified factors associated with undesired outcomes of public participation efforts. (Author/WB)

ED 193 057 SE 032 959

Lucas, Keith B. Tulip, David F.

Scientific Literacy of High School Students.

Pub Date—Sep 80

Note—23p.; Paper presented at the Annual Conference of the Australian Science Teachers' Association (29th, Canberra, Australia, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Foreign Countries, Grade 10, Grade 12, *Science Education, *Scientific Literacy, *Secondary Education, *Secondary School Science, *Student Evaluation

Identifiers—*Science Education Research

This investigation was undertaken in order to establish the status of scientific literacy among three groups of secondary school students in four Brisbane, Australia high schools, and to reduce the apparent reticence of science teachers to evaluate students' achievement in the various dimensions of scientific literacy by demonstrating appropriate evaluation techniques. Assessment of students' attainment of scientific literacy, as defined by Shwartz (1974), would require a battery of seven tests, each specifically developed to span one of the dimensions of scientific literacy. Baseline data presented here indicate that student achievement in science knowledge, problem solving, values underlying science, interrelationship of science and society, and interests in science, was low. While it is acknowledged that the low mean scores to some extent reflect the procedures adopted in constructing the test instruments, comparative data for year 10 (N=567) and year 12 (N=273) students show that differences in scores on the various test scales occur according to year, whether or not science was studied. (DS)

ED 193 058 SE 032 960

Maier, Joseph T. And Others

Environmental Education Interdisciplinary Concepts and Activities Guide, Grade 2.

Pinellas County School Board, Clearwater, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date—76

Note—103p.; For related documents, see SE 032 961-962.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Art Activities, *Ecology, Elementary Education, *Elementary School Science, *Environmental Education, Fundamental Concepts, Grade 2, Interdisciplinary Approach, Natural Resources, *Resource Materials, Science Education, Science Instruction

Presented are environmental education lessons adapted for use in the second-grade classes of Pinellas County, Florida. Many examples are drawn from local situations. Six conceptual schemes provide the guide's organizational framework: interrelationships, heredity and environment, change, effects of population growth, finite resources, and individual responsibility. Following a discussion of each scheme are outlines of related activities. These learning experiences include art projects, science experiments, class discussions, and three student workbooks. Also provided are illustrated test sheets with accompanying questions for the teacher to ask. (WB)

ED 193 059 SE 032 961

Maier, Joseph T. And Others

Environmental Education Interdisciplinary Concepts and Activities Guide, Grade 3.

Pinellas County School Board, Clearwater, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education. Pub Date—76

Note—104p. For related documents, see SE 032 960-962. Contains occasional light and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Art Activities, *Ecology, Elementary Education, *Elementary School Science, *Environmental Education, Fundamental Concepts, Grade 3, Interdisciplinary Approach, Natural Resources, Outdoor Education, *Resource Materials, Science Education, Science Instruction

Presented are environmental education lessons adapted for use by third-grade teachers in Pinellas County, Florida. Six conceptual schemes provide the manual's organizational framework: interrelationships, heredity and environment, change, effects of population growth, finite resources, and environmental responsibility. Following a discussion of each scheme are outlines of related activities. These learning experiences utilize outdoor studies, class discussions, audiovisual materials, and games to help students understand some ecological concepts and environmental management problems. Several examples are drawn from local situations. (WB)

ED 193 060 SE 032 962

Maier, Joseph T. And Others

Environmental Education Interdisciplinary Concepts and Activities Guide, Grade 8.

Pinellas County School Board, Clearwater, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education. Pub Date—76

Note—108p. For related documents, see SE 032 960-961. Parts may be marginally legible.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Ecology, *Environmental Education, Fundamental Concepts, Grade 8, Junior High Schools, Natural Resources, Resource Materials, Science Education, Science Instruction, Secondary Education, *Secondary School Science, *Social Studies

Presented are environmental education lessons adapted for use in the junior high schools of Pinellas County, Florida. This manual is organized according to six conceptual schemes: interrelationships, heredity and environment, change, effects of population growth, finite resources, and environmental responsibility. Outlines of related activities follow a discussion of each scheme. In many instances, these learning experiences illustrate concepts with examples of local environmental concerns. (WB)

ED 193 061 SE 032 963

Arena, John E. And Others

Computations About the Sources and Conservation of Energy.

Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education. Pub Date—79

Note—76p. Contains occasional light and broken type.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Energy, Energy Conservation, Environmental Education, *Interdisciplinary Approach, Junior High Schools, *Mathematics Education, Mathematics Instruction, *Resource Materials, *Secondary School Mathematics, Secondary School Science

Identifiers—*Energy Education

Energy-related concepts are the subject of mathematics problems in this supplementary workbook for secondary school students. Exercises involving light, heat, motion, and energy conservation assist students in understanding whole numbers, decimals, fractions, ratios, proportions, percents, and the creation and interpretation of graphs. The individual energy topics and the associated calculations are described together in order to facilitate comprehension of both mathematical operations and scientific concepts. For teachers, each problem is coded according to the type of math skill required. Also provided are a glossary and an answer key. (WB)

ED 193 062 SE 032 964

Brennan, Matthew J.

Energy and My Environment: K-6 Teachers' Guide.

Draft. Governor's Energy Office, Tallahassee, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education. Pub Date—Nov 79

Note—142p. For related document, see SE 032 965. Contains occasional light and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Education, *Elementary School Science, *Energy, Energy Conservation, *Environmental Education, *Resource Materials, Science Education, Social Studies

Identifiers—*Energy Education
One hundred energy education activities comprise this manual for elementary school teachers. Two or three lessons, which deal with each of seven energy-related conceptual schemes, are provided for every grade level. These experience-oriented activities emphasize questions, observations, and class discussion. Lesson plans include directions for introducing and developing the activity, suggestions for extending the learning experience, and a listing of the lesson's concept and objective. (WB)

ED 193 063 SE 032 965

Brennan, Matthew J.

Energy and My Environment: 7-9 Teachers' Guide.

Draft. Governor's Energy Office, Tallahassee, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education. Pub Date—Nov 79

Note—160p. For related document, see SE 032 964. Contains occasional light and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Energy, *Energy Conservation, *Environmental Education, Junior High Schools, Physics, *Resource Materials, Science Education, Science Instruction, Secondary Education, *Secondary School Science, Social Studies

Over 60 energy education activities comprise this manual for junior high school teachers. These lessons are experience-oriented and emphasize questioning, the use of reference materials, data collection, and discussion. For every grade level, three activities dealing with each of seven recurring conceptual schemes are provided. Lesson plans include directions for introducing and developing the activity, suggested extensions of the learning experience, and a listing of the lesson's concept and objective. (WB)

ED 193 064 SE 032 967

Fish, Virginia Kemp

Where Are the Women Scientists: The Role of Parents, Teachers, and Friends in the Self-Concept Process.

Pub Date—Mar 79
Note—31p. Paper presented at Women & Society: A Symposium at St. Michael's College (Winooski, VT, March 23-25, 1979). Contains occasional marginal legibility.

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Ability, *Females, *Longitudinal Studies, Science Education, Secondary Education, *Secondary School Science, *Self Concept, *Self Concept Measures

Identifiers—Michigan, *Science Education Research

Reported is a study to examine the relationship between parents', science teachers', and friends' evaluations of science ability - as seen by respondents - and the resulting self-concept of science ability held by eighth-grade females. Data were taken from first-year data of a five-year longitudinal study in progress among the eighth-grade population of the Grand Rapids, Michigan public schools. Only female respondents (N=856) were included in this research. Parent, teacher, and friend evaluations were independent variables; self-concept of science ability was the dependent variable. Information was taken from questionnaires from the Michigan State Self-Concept of Ability Scales. Data were analyzed with percentage tables, the Gamma Measure of Association, and a path model. Four variations of the path model controlling for race and socio-economic position of respondents were also drawn up. The major findings noted a positive relationship between the perceived evaluation of parents, teachers, and friends, and self-concept of science ability. The overall relationship was strongest for teachers, followed by friends; the effect of parental evaluation was the weakest. While parents and teachers were seen as attaching importance to doing well in science, many of them, on the other hand, were seen as evaluating respondents' science abilities as average. (Author/DS)

ED 193 065 SE 032 968

Energy Health and Safety Issues Need a Coordinated Approach. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C. Report No.—EMD-80-52
Pub Date—24 Jul 80

Note—42p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accidents, *Energy, *Federal Programs, Federal Regulation, *Government Role, Health, *Health Programs, Public Agencies, *Safety

Recent energy-related accidents and growing attention to health problems resulting from the production and use of energy have heightened public concern about the effectiveness of government's role in energy health and safety. At least 20 Federal agencies are involved in energy health and safety, each operating independently of the other. A central focus upon energy health and safety issues is needed. The recommended means of accomplishing this goal is for Congress to establish a President's Commission on Energy Health and Safety. (Author/WB)

ED 193 066 SE 032 969

Energy Conservation: An Expanding Program Needing More Direction. Report to the Secretary of Energy by the U.S. General Accounting Office.

General Accounting Office, Washington, D.C. Report No.—EMD-80-82
Pub Date—24 Jul 80

Note—23p. Contains occasional light and broken type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Energy, *Energy Conservation, Environmental Education, *Federal Programs, Long Range Planning, *Program Evaluation, *Public Agencies, Public Policy, Resource Materials

Identifiers—Department of Energy, Energy Education

The United States Department of Energy (DOE) has not succeeded in establishing overall energy conservation goals or in developing and implementing a comprehensive, coordinated national energy conservation plan. These failures continue to perpetuate confusion over how much energy conservation is needed, how well the country is conserving energy, and what additional steps need to be taken in order to realize conservation's potential contribution.

tion towards solving national energy problems. The opportunity to develop an aggressive and effective energy conservation strategy should not be allowed to slip away. Accordingly, this report presents recommendations for developing a long-range national energy policy, establishing conservation goals, and formulating a comprehensive national conservation plan. (Author/WB)

ED 193 067 SE 032 970

McPherson, Michael S., Ed.

The Demand for New Faculty in Science and Engineering. Proceedings of the Workshop of Specialists in Forecasts of Demand for Scientists and Engineers, 1979.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—80

Contract—SRS-79-13501

Note—257p.; Not available in hard copy due to copyright restrictions.

Available from—Commission on Human Resources, National Academy of Sciences, 2100 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).

Pub Type—Collected Works - Proceedings (021)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, Engineering, Engineering Education, *Engineers, *Labor Demands, Models, *Prediction, Science Education, *Scientists

Presented are selected analytical papers from a Workshop of Specialists in Forecasts of Demand for Scientists and Engineers, convened in 1979 in Washington, D.C. This workshop was part of a study by the Commission on Human Resources of the National Research Council charged with evaluating existing projections of the demand for young faculty in the various fields of science and engineering, assessing the potential damage to the research enterprise that might result from declines in the representation of young persons on science and engineering faculties, and recommending to the NSF and other federal agencies appropriate policies to counteract such damaging effects. Topics of papers in this volume include an examination of alternative approaches to modeling the demand for faculty, an analysis of the demand of faculty in specific fields of science and engineering, a critical review of the literature on age and scientific productivity, and an overview of issues raised in the volume and an assessment of the present state of understanding of those issues. (Author/CS)

ED 193 068 SE 032 971

Confrey, Jerre

Conceptual Change Analysis: Implications for Mathematics and Curriculum Inquiry.

Pub Date—Apr 80

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains light and broken type.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Componential Analysis, Curriculum Development, Curriculum Problems, *Educational Change, Educational Philosophy, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Models, Trend Analysis

Identifiers—*Conceptual Analysis

Two concerns labeled as fundamental to the field of curriculum are identified: (1) the identification of educational content, and (2) the development of ways to make it available to young people. These factors are reviewed from the perspective of their influence on the mathematics curriculum, with note that the critical integral relationship between them is inadequately addressed by curriculum theorists. An eclectic approach to find the differences and commonalities among the disciplinary theories of knowledge is advocated. Besides suggesting that curriculum theorists reconsider the two fundamental concerns in relation to the mathematics curriculum, mathematics should illustrate points that apply to the other areas of subject matter. Integrating the selection of content and designing a presentation of that content is viewed as subject-matter or concept specific, while each factor separately can be

applied more directly to a variety of disciplines. (MP)

ED 193 069 SE 032 975

Peters, Linda, Ed. And Others

Course Goals in Biological and Physical Science, K-12.

Tri-County Goal Development Project, Portland, Ore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State Board of Education, Salem; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—73

Note—887p.; Not available in hard copy due to copyright restrictions.

Available from—Commercial-Educational Distributing Services, P.O. Box 4791, Portland, OR 97208 (\$33.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.

Descriptors—Biological Sciences, Career Education, *Classification, *Elementary Secondary Education, Objectives, *Outcomes of Education, Physical Sciences, School Districts, Science Education, *Science Programs, Values Education

Presented are course goals which make explicit statements of possible science learning outcomes in grades K-12. These were prepared cooperatively by three school districts within the state of Oregon. Accompanying this list of course goals is a taxonomy which provides four sets of indexes for retrieving course goals in these areas: science program goals, career education program goals, knowledge and process classifications, and science subject matter taxonomy. Goals are additionally coded as to grade level, predominant concept/value words and index words. (CS)

ED 193 070 SE 032 976

Erley, Duncan Jaffe, Martin

Site Planning for Solar Access: A Guidebook for Residential Developers and Site Planners.

American Planning Association, Chicago, Ill.

Spons Agency—Department of Energy, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—HUD-PDR-481

Pub Date—Sep 79

Contract—H-2573

Note—146p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 023-000-00545-0; \$4.75).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Civil Engineering, Construction (Process), *Energy, *Housing, Landscaping, Resource Materials, Site Analysis, *Site Development, *Solar Radiation, Technical Education

This manual is intended to guide developers, site planners, and builders in designing residential developments so that access to sunlight is maintained for planned or potential solar collectors. Almost any housing development can be designed to facilitate the use of solar energy. Differences are not in costs but in planning. Described in this guidebook are the major elements of planning a housing site to protect solar access. These developments are: (1) site selection and analysis, (2) preliminary site planning, (3) general design approaches and techniques, (4) specific design strategies, (5) landscaping and plantings, and (6) covenants and easements. Also presented are two case studies which demonstrate the application of approaches and techniques discussed. Over 100 figures and tables supplement the written material. (WB)

ED 193 071 SE 032 979

Anderson, Calvin Bottinelli, Charles A.

Managing Your School's Energy Dollar: Keeping Your Schoolhouse Out of the Red.

Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.

Pub Date—Jul 80

Note—15p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Building Operation, Electrical Systems, *Energy, *Energy Conservation, Environmental Education, Fuels, *Money Management, *Operating Expenses, School Administration, School Buildings, School Funds

Identifiers—*Energy Education

Presented are guidelines and recommendations

for establishing and implementing a school energy management program. An effective plan of action requires setting an achievable goal, establishing and maintaining communication, assigning actions, monitoring progress, and evaluating the entire process. Teachers, students, and staff should all be involved and energy education activities should be infused into regular classroom experiences. Each of these aspects of an energy management program is outlined in this manual. Included are sources of assistance in developing conservation measures and energy-related activities. (WB)

ED 193 072 SE 032 989

Martin, Ralph E., Jr.

Using Literature to "Teach" Science.

Pub Date—Nov 79

Note—11p.; Paper presented at the Annual Conference of the National Middle School Association (Dearborn, MI, November, 1979).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, *Interdisciplinary Approach, *Literature, *Science Activities, *Science Curriculum, Science Education

Described are several ways literature can be used to teach science. Literature can enhance the learning of science by providing students with more appealing materials which will motivate them to pursue their interests and explore real-life issues. Appealing materials increase student interests in science and stimulate higher-order thinking while increasing the levels at which students read, write, converse, and learn independently. Examples are given of literature integrated into science in the form of one-act plays, periodicals, bibliographies, science fiction, and non-fiction. Literature presents the human side of science and provides opportunities for students to experience issues which frequently confront scientists in real life. (Author/DS)

ED 193 073 SE 032 990

Seale, Thomas Scott

An Examination of the Science Curriculum As It Reflects Social/Industrial Change: A Proposal for Curriculum Involving Social Interactions and Utilitarian Outcomes.

Pub Date—80

Note—136p.; M.A. Dissertation, The University of Georgia.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Secondary Education, *Industry, *Life Style, *Religious Factors, *Science Curriculum, Science Education, *Technology

Identifiers—Industrial Revolution, Scientific Revolution

Chapter I of this master's thesis examines aspects of the changing lifestyle that was inaugurated by the Industrial and Scientific Revolutions. Chapter II picks up the transition in general schooling that accompanied the revolutions. Chapter III traces the role of the evolving science curricula in this transition. Chapter IV presents proposals based on the writings of the Baha'i Faith that may be useful in the gradual development of a science curriculum that aids more students to become actively involved in the study of and transmission of practice of science in the schools. (Author/CS)

ED 193 074 SE 032 991

Thompson, Lowell

Photography in the Elementary Classroom.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—Oct 80

Note—16p.

Available from—Insights. Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58201 (annual subscription \$3.50).

Journal Cit.—Insights: Into Open Education: v13 n2 Oct 1980

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Curriculum Design, *Curriculum Development, Elementary Education, *Elementary School Curriculum, *Instructional Materials, Interdisciplinary Approach, Photographic Equipment, *Photography, Science Education

Described are some ideas for using photography in the elementary classroom. Justification for using photography in the classroom includes student interaction with the photography materials, building teacher-student rapport, the potential for integration into different areas of elementary curriculum, and support for the developmental theorists' viewpoints that learning takes place through direct experience with materials. Topics covered include: (1) Why use photography in the classroom; (2) Some projects that have been tried; (3) Other project ideas; (4) How to use a 35mm camera; (5) How to develop negatives; (6) How to print black and white pictures; (7) How to process your own color slides; and (8) Some books teachers and students might find helpful when working on a photography unit. (Author/DS)

ED 193 075

SE 032 992

Miller, Norman N.

The United Nations Environment Programme.

American Universities Field Staff, Inc., Hanover, N.H.

Report No.—NNM-2-79

Pub Date—79

Note—40p; Not available in hard copy due to copyright restrictions.

Available from—American Universities Field Staff, The Wheelock House, P.O. Box 150, Hanover, NH 03755 (subscription \$50.00, individuals \$35.00, \$1.50 single copy).

Journal Cit.—American Universities Field Staff Reports; n17 1979

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)—Collected Works—Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conservation (Environment). Environmental Education. *Environmental Research. *Global Approach. International Organizations. *International Programs. Natural Resources. Physical Environment. *Program Descriptions. Program Evaluation. World Problems

Identifiers—Environmental Quality. United Nations Environment Programme

Described is the history of the United Nations Environment Programme (UNEP) since its formation in 1972. Also included is an examination of UNEP's major programs and projects, and an assessment of the organization's problems and future prospects. The function of UNEP is to coordinate the management and assessment of the world's environment by United Nations organizations and member nations. To illustrate how UNEP operates and to characterize the difficulties facing UNEP, this report highlights four program areas: Oceans, Arid Lands, the Global Environmental Monitoring System (GEMS), and Inforterra. Contributing to UNEP's past and future growth pains are: (1) the enormous scope of UNEP's mission; (2) external issues such as uncertain funding and political differences; and (3) internal management and operational concerns. An evaluation of the status of UNEP's 21 original goals concludes the report. (WB)

ED 193 076

SE 032 993

Futerman, Robbie

Causal Analysis of Expectancies and Values Concerning Mathematics.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Grant—5R01-MH31724-01; NIE-G-78-0022

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains light and broken type.

Pub Type—Information Analyses (070)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory. Componential Analysis. Learning Theories. Mathematical Models. *Mathematics Education. *Models. *Statistical Analysis. *Student Characteristics

Identifiers—*Attribution Pattern Variable. *Mathematics Education Research

A two-year study that attempted to measure patterns of pupil attributions for success and failure in mathematics is reviewed. An attribution pattern variable (ATTPAT) was created to categorize individuals studied into three groups. The first group had an attribution pattern thought to lead to generalized low expectancies for success. Students classi-

fied as "high" were in the second level of ATTPAT, and pupils placed in the third level were those who could not be categorized within either of the first two groups. It was found that a student's perceptions about how others viewed him constituted important causal variables in both years of the study. Interest in and the rated importance of mathematics by students was heavily affected by performance in the second year of the study only. In general, the results and analysis indicated that notions about the functions of attribution patterns may need to be seriously revised. Factors identified as calling for further study include more explicit specification of hypotheses, models, and predictions about the causal role of attributions, with particular regard to the direction and magnitude of effects. Neither the grade level of the students nor the mathematics being studied is specified. (MP)

ED 193 077

SE 032 994

Lindvall, C. Mauritz Ibarra, Cheryl Gibbons

A Clinical Investigation of the Difficulties Experienced by Kindergarten Children in Developing "Models" for the Solution of Arithmetic Story Problems. Draft.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arithmetic. Clinical Diagnosis. Clinical Experience. Cognitive Development. *Cognitive Processes. Elementary Education. *Elementary School Mathematics. Interviews. *Kindergarten Children. *Mathematical Models. *Problem Solving

Identifiers—*Mathematics Education Research. Spatial Ability

This investigation used a clinical interview technique to identify the difficulties of kindergarten children who are unable to develop models or representations of simple arithmetic story problems. It is hypothesized that effective human problem solvers first generate some type of "physical model" and use this model to create a mathematical one. Further, the development of a model requires children to make three types of abstractions from a story. These are: making an abstraction of the (1) objects described, (2) locations or possessors of the sets, and (3) operations or relationships described. The type of physical model involved in the study is "operations on sets." The focus of the research is on student attempts to answer addition and subtraction problems. Four components identified in tasks of abstraction are: set identity, set numerosity, operation on sets, and identity of answer set. The study results review each identified component, identify some pupil difficulties, and support several specific conclusions concerning pupil success with each aspect of abstraction. Also included are suggested steps for aiding students experiencing specific difficulties. (Author/MP)

ED 193 078

SE 032 996

Feghali, Issa Nehme

The Relationship between Volume Conservation and a Volume Algorithm for a Rectangular Parallelepiped.

Pub Date—79

Note—230p; Ed.D. Dissertation. The University of British Columbia. Not available in hard copy due to marginal legibility of original document.

Pub Type—Dissertations/Theses—Doctoral Dissertations (041)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algorithms. *Cognitive Development. Cognitive Processes. Conservation (Concept). Elementary Education. *Elementary School Mathematics. Foreign Countries. Geometric Concepts. *Grade 6. Mathematical Concepts. Mathematics Education. Problem Solving. *Solid Geometry. *Student Characteristics

Identifiers—*Mathematics Education Research. Piaget (Jean). Spatial Ability. *Volume (Mathematics)

This study was designed to investigate the relationship between the level of conservation of displaced volume and the degree to which sixth-grade children learn the volume algorithm of a cuboid.

namely, volume equals weight times length times height. The problem chosen is based on an apparent discrepancy between the present school programs and Piaget's theory concerning the grade level at which the volume algorithm should be introduced. Subjects were chosen from three suburban schools in British Columbia and classified as conservers, partial conservers, and non-conservers, using a judgment-based test of volume conservation. The students were divided into three groups, two designated as experimental and one as a control group. One experimental group was taught the algorithm with the standard approach used in North America, with the second experimental group taught with a method emphasizing multiplication skills. Data showed that sixth graders could apply the volume algorithm to computation and comprehension questions regardless of their volume conservation level. There was also noted improvement of students' conservation levels regardless of their volume achievement scores or their treatments. (MP)

ED 193 079

SE 032 998

Anderson, A. L.

Elementary Mathematics Testing Project, Zone 1.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Mar 80

Note—46p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills. Elementary Education. *Elementary School Mathematics. *Evaluation. *Mathematics Curriculum. Mathematics Instruction. Questionnaires. *School Surveys. *Student Characteristics. *Testing Programs. Tests

Identifiers—*Mathematics Education Research

This report reviews the Elementary Mathematics Testing Project of Alberta, Canada. The program attempted to determine the effectiveness of the elementary mathematics program using tests based on the program objectives. The project was carried out in Northern Alberta (Zone 1) during the 1978-79 school year. The revised mathematics curriculum, introduced in 1977, presents the mathematics content within five "strands" of Number, Operations and Properties, Measurement, Geometry, and Graphing, at all 6 elementary grade levels. Metric measurement, decimal fractions, and motion geometry are among the program's most prominent components. Criterion-referenced mathematics tests were designed to assess pupil understanding of specific content objectives, with the Zone One Testing Project centering on 5 specific questions related to the new mathematics program and applications of the test results. A variety of conclusions from the tests are given in this report, along with uses of student profile computer print-outs that were a product of the study. The paper concludes with implications of results of the study for the mathematics curriculum and several recommendations for further research. (MP)

ED 193 080

SE 033 013

Safety Practices for Science.

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date—80

Note—74p.

Available from—Office of Publications Distribution, Texas Education Agency, 201 East 11th St., Austin, TX 78701 (Order No. CU 0841 02; \$2.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary School Science. *Elementary Secondary Education. *Guidelines. Laboratory Manuals. *Safety. School Safety. *Science Education. Secondary School Science. *State Standards

Designed to promote the use of safe, controlled investigations in science classrooms in Texas, this publication describes procedures to help teachers ensure the safety of all students in class and on field trips. Safety in the elementary science classroom and in secondary school science courses is discussed. Included are first-aid procedures, charts for safe storage of chemicals, and laboratory safety checklists. (Author/CS)

ED 193 081

SE 033 018

Schwab, Judith L., Ed.

Social Sciences in Forestry, A Current Selected Bibliography, No. 53, October 1980. Cumulative Author Index for 1980.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Forestry and Wildlife Resources. Spons Agency—Forest Service (DOA), Washington, D.C.

Pub Date—Oct 80

Note—90p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Conservation (Environment), Economics, *Forestry, Natural Resources, *Publications, *Reference Materials, Resource Materials, *Social Science Research, *Social Sciences

Presented is a bibliography of over 300 publications related to the application of the social sciences to various aspects of forestry. The major categories under which documents are classified involve social science as it applies to: (1) forestry in general; (2) forestry's productive agents; (3) forest production; (4) manufacturing; and (5) marketing, trade, and the demand for forest output. Each entry includes a brief abstract and listing of the author, date, source, and number of pages. Compiled documents are primarily from United States and foreign professional journals, and publication lists of United States Forest Service experiment stations. A subject index and author index are provided. (WB)

ED 193 082

SE 033 019

McGinnis, Robert Long, J. Scott

Mentors Have Consequences and Reap Returns in Academic Biochemistry.

Pub Date—Apr 80

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biochemistry, Chemistry, *College Science, Higher Education, *Mentors, Professional Development, *Professional Recognition, *Research, Science Education, *Scientists

This paper explores the possible measurable effects of mentors (major professors) on the subsequent productivity of the mentor's students. Also asked is whether there are benefits to the productive scientist who acts as a mentor. Analysis is based on a population of male biochemists (N=66) who obtained their doctorates in 1957, 1958, 1962, and 1963. Various measures of departmental, mentor and/or student productivity and prestige were obtained. Sources included biographic information from American Men (and Women) of Science and productivity indications from the Science Citation Index and Chemical Abstracts. Results indicate no visible mentor effects, unless the postdoctoral context is one in which research productivity is encouraged. Other results indicate that the productivity of former students positively influences the research visibility of the mentor. (CS)

ED 193 083

SE 033 060

Report of the Public's Comments on the RCA Draft Documents, January-March 1980. [Soil and Water Resources Conservation Act].

Department of Agriculture, Washington, D.C.

Pub Date—Sep 80

Note—263p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Attitudes, *Citizen Participation, *Conservation (Environment), Conservation Education, Federal Legislation, *Federal Programs, *Natural Resources, Public Agencies, Public Policy, Resource Materials, *Soil Conservation, Surveys, *Water Resources

The Soil and Water Resources Conservation Act of 1977 (RCA) directed the United States Department of Agriculture (USDA) to assess the country's nonfederal soil and water resources and to develop a program to conserve these and related natural resources. During this process, the USDA prepared and circulated for public comment a draft appraisal, draft program report, environmental impact statement, and summary document. Presented in this report is an analysis of the more than 65,000 responses received during the 60-day public review period in regard to these four publications. Topics addressed include status and condition of soil and

water resources, conservation objectives, alternative conservation strategies, the USDA and its current programs, and related resource conservation issues. Incorporated into the text are comments from the USDA-RCA public opinion survey conducted by Louis Harris and Associates. (WB)

ED 193 084

SE 033 061

Hollander, Peter And Others

Installation Guidelines for Solar DHW Systems in One- and Two-Family Dwellings. Second Edition.

Franklin Research Center, Philadelphia, Pa. Spons Agency—Department of Energy, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—HUD-PDR-407(2)

Pub Date—May 80

Contract—DE-H-2377

Note—117p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 023-000-00520-4; \$4.00).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Buildings, *Construction (Process), *Energy, Energy Conservation, *Heating, Housing, Resource Materials, *Solar Radiation, Structural Elements (Construction), Technical Education, *Utilities

Identifiers—Retrofitting

Described are some of the better techniques for installing solar domestic hot water (DHW) systems. By using these guidelines, along with the manufacturer's manual, professional installation contractors and skilled homeowners should be able to install and fill a solar DHW system. Among the topics considered are system layouts, siting, mounting procedures, pipes, insulation, heat exchangers, system controls, and safety. The manual also contains maintenance suggestions and an installation checklist. (WB)

ED 193 085

SE 033 062

Jaffe, Martin Erley, Duncan

Residential Solar Design Review: A Manual on Community Architectural Controls and Solar Energy Use.

American Planning Association, Chicago, Ill. Spons Agency—Department of Energy, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—HUD-PDR-579

Pub Date—Jul 80

Contract—DE-H-2573

Note—165p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Architecture, *Building Design, Building Innovation, Community Control, *Design Requirements, *Energy, Energy Conservation, *Heating, Housing, Resource Materials, *Solar Radiation, Structural Elements (Construction)

Presented are architectural design issues associated with solar energy use, and procedures for design review committees to consider in examining residential solar installation in light of existing aesthetic goals for their communities. Recommended design review criteria include the type of solar system being used and the ways in which the system relates to the building's design, the building site, and the neighborhood. Also described are the appearance and functions of various types of solar energy systems. Technical appendices survey the design review process and present some proposed and adopted design criteria for solar buildings and installations. (Author/WB)

ED 193 086

SE 033 063

Tickton, Sidney G. And Others

The Energy Conservation Idea Handbook. A Compendium of Imaginative and Innovative Examples of Ideas and Practices at Colleges and Universities Today.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Claude Worthington Benedum Foundation, Pittsburgh, Pa.

Pub Date—Sep 80

Note—174p.; Not available in hard copy due to copyright restrictions.

Available from—Academy for Educational Development, 1414 22nd St., N.W., Washington, DC 20037 (\$12.00 prepaid).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgets, *Building Operation, *College Administration, *Colleges, *Educational Facilities Planning, *Energy Conservation, Higher Education, Money Management, School Funds, *Universities, Utilities

Summarized in this compendium are approximately 500 ideas being used by colleges and universities in the United States to deal with the problem of energy conservation. These ideas range from suggestions that cost pennies to implement to sophisticated computer controls or the construction of new buildings which incorporate alternative energy sources. Generally, the ideas are simple and they can be easily adopted on other campuses. Among the successful energy-saving approaches reported are those that involve education, management, using waste energy, improving lighting practices, modifying ventilation systems, and installing insulation. Grouped according to problem area, each entry includes a short explanation of the procedure followed by a summary of costs and resulting benefits. Appendix tables list ideas by topic, institution, and geographic location. Also provided are names, addresses, and phone numbers of contact persons for each idea. (Author/WB)

ED 193 087

SE 033 064

Corson, Alan And Others

State Decision-Makers Guide for Hazardous Waste Management: Defining Hazardous Wastes, Problem Recognition, Land Use, Facility Operations, Conceptual Framework, Policy Issues, Transportation.

Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.

Report No.—EPA-SW-612

Pub Date—77

Note—110p.; Contains marginal legibility in Appendices.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Environmental Education, Environmental Standards, Land Use, *Pollution, *Public Administration, Public Agencies, *Public Policy, Resource Materials, *State Programs, *Waste Disposal, Wastes

Identifiers—Environmental Quality, *Toxic Substances

Presented are key issues to be addressed by state, regional, and local governments and agencies in creating effective hazardous waste management programs. Eight chapters broadly frame the topics which state-level decision makers should consider. These chapters include: (1) definition of hazardous waste; (2) problem definition and recognition; (3) principles of waste management; (4) transportation; (5) land use and related policy issues; (6) facility operations; (7) waste sampling and analysis, and leachate sampling; and (8) elements of state programs. Each chapter summarizes appropriate existing background information and relates it to the implementation issues facing state officials. Appendices include a model state hazardous waste management act and information regarding the disposal of particular categories of wastes. The guide does not preempt regulatory decisions still to be made at federal and state levels, since public input on these policies has not yet been solicited. (Author/WB)

ED 193 088

SE 033 065

Mulligan, Kevin Powell, Jerry

Operating A Recycling Program: A Citizen's Guide.

Spons Agency—Environmental Protection Agency, Washington, D.C. Solid Waste Management Office.

Report No.—EPA-SW-770

Pub Date—79

Grant—EPA-T-90084901

Note—100p.; Prepared through the Portland Recycling Team.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizens Councils, *Community Involvement, *Community Organizations, *Community Programs, Conservation (Environment), Conservation Education, Environmental Education, Instructional Materials, *Recycling, Resource Materials, Waste Disposal, *Wastes

Presented are recycling program alternatives, procedures for handling and marketing recyclable materials, and suggestions for financing and publicizing a recycling operation. This publication offers a general overview of the possibilities and potential pitfalls of recycling efforts, thereby serving as a catalyst and guide for organizations wishing to initiate recycling programs in their communities. Five chapters provide basic background information on: (1) markets; (2) models of operation; (3) handling, processing, equipment, and labor; (4) publicity and education; and (5) funding and business management. To demonstrate how the ideas and suggestions discussed can be put into operation, a case history of a Portland, Oregon recycling program is presented. In addition, a chapter on resources lists and briefly describes publications, films, and sources of information related to recycling. (WB)

ED 193 089 SE 033 072

Metric Information Dissemination Project for Educators and Consumers.

American National Metric Council, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Grant—NIE-G-78-0221

Note—116p.; Contains occasional light and broken type. Appendix 3, ANMC publications, missing from document.

Available from—American National Metric Council, Special Publications, 1625 Massachusetts Ave., N.W., Washington, DC 20036 (\$20.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Consumer Education, Industry, *Information Dissemination, *Mathematics Education, Measurement, *Metric System, *Program Descriptions, *Program Development, School Business Relationship

Identifiers—American National Metric Council, *Mathematics Education Research

This report is the result of a year of research on a number of options available to individuals who will ultimately find themselves responsible for dissemination of metric information to educators and consumers. This document was prepared by the American National Metric Council (ANMC), an organization founded in 1973 by representatives of private industry and designed to serve as the planning and coordinating forum for voluntary metric conversion in the United States. Sections in this report include: (1) a brief history of metrication in the United States; (2) information about metrication in Canada, Great Britain, and Australia, three countries in the process of converting to the metric system; (3) selected brief reports on consumer-oriented and education programs in this country, including brief recommendations by ANMC; (4) a summary of recommendations; and (5) a select bibliography. The 10 appendices include information about ANMC, an Advisory Committee membership roster, a media survey on metric coverage, project correspondence, Interstate Consortium on Metric Education (ICME) recommendations, and additional material related to the project. (MP)

ED 193 090 SE 033 088

Federal-State Environmental Programs: The State Perspective. A Compilation of Questionnaire Responses. Supplement to a Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.—CED-80-106A

Pub Date—22 Aug 80

Note—209p.; Contains occasional marginal legibility. For related document, see SE 033 146.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Conservation (Environment), *Environmental Standards, Federal Legislation, *Federal Programs, Natural Resources, Pollution, *Public Administration, Public Policy, Questionnaires, *State Agencies

Identifiers—Environmental Protection, Environmental Quality

Summarized are responses to questionnaires prepared by the United States General Accounting Office (GAO) and mailed to state-level environmental agency administrators. Also included in this survey

are state program directors responsible for administering the Clean Air Act; the Federal Insecticide, Fungicide and Rodenticide Act; the Clean Water Act; the Resource Conservation and Recovery Act; and the Safe Water Drinking Act. Each section of this report contains a copy of the questionnaire together with a compilation of responses. These data are being used as the basis for a GAO report on the managerial obstacles that states face when implementing federal environmental programs. (Author/WB)

ED 193 091 SE 033 146

Federal-State Environmental Programs: The State Perspective. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C.

Report No.—CED-80-106

Pub Date—22 Aug 80

Note—107p.; For related document, see SE 033 088. Contains occasional light and broken type.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Conservation (Environment), *Environmental Standards, Federal Legislation, *Federal Programs, Natural Resources, Pollution, *Public Administration, Public Policy, *State Agencies, Surveys

Identifiers—Environmental Protection, Environmental Quality

Identified and discussed in this report are the major obstacles administrators of state environmental programs perceive they face when implementing federal environmental laws. These findings are based upon a survey conducted by the United States General Accounting Office (GAO) in 1978. According to state officials, the greatest barriers to effective program management are: (1) delayed and inflexible regulations, (2) excessive Environmental Protection Agency (EPA) control over state programs, (3) inability to fill state staffing vacancies, and (4) delayed and uncertain federal funding. Because of these obstacles and the states' perception that they have been ignored by federal decision makers, the partnership envisioned by Congress between the EPA and the states for administering federal environmental programs has not materialized. Recommendations by the GAO for improving the EPA-state relationship are presented. (Author/WB)

ED 193 092 SE 033 226

Science and Engineering Education for the 1980s and Beyond.

Department of Education, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Oct 80

Note—228p.

Pub Type—Reports - General (140) — Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Educational Improvement, *Educational Needs, Educational Quality, *Engineering Education, Engineers, Federal Aid, Federal Legislation, *Mathematics Education, *Science Education, Scientific Enterprise, *Scientific Literacy, Scientific Personnel, Scientists, *Technology

Prepared by the National Science Foundation and the Department of Education in response to a request by President Carter for information on the condition of science and engineering education in America, this document contains data showing a decline in the general understanding of science and technology among secondary school students. Although scientific and technical literacy are increasingly necessary in our society, high school students are dropping out of science and mathematics courses after the tenth grade, resulting in a citizenry lacking understanding of the increasingly technically complex world. While data from econometric projections indicate that, with a few exceptions, there should be adequate numbers of engineers and scientists at all degree levels to fill available positions in 1980, concern also needs to be given to the education of engineers, scientists, and technicians. Suggestions for actions to alleviate these and related problems and to refocus efforts for upgrading education for the citizen as well as for the specialist are included in this report. Positive action is needed so that all citizens have the scientific and technical understanding to participate in an increasingly complex society and so that technical and professional

personnel remain on the cutting edge of scientific and technical progress. (PB)

SO

ED 193 093 SO 012 087

McHale, John McHale, Magda Cordell

Basic Human Needs: A Framework for Action.

Houston Univ., Tex. Center for Integrative Studies. Spons Agency—United Nations Environment Program, New York, N.Y.

Pub Date—78

Note—249p.

Available from—Transaction Books, Rutgers-The State University, New Brunswick, NJ 08903 (\$5.95 paperback, \$19.95 clothbound)

Pub Type—Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Agriculture, *Change Strategies, Clothing, Developed Nations, Developing Nations, Development, Housing Deficiencies, Hunger, *Individual Needs, International Relations, *Needs Assessment, Physical Health, *Poverty, Quality of Life, Technological Advancement, *World Problems

The report presents quantitative assessments of basic human needs in the areas of food, health, education, shelter, and clothing and considers how these needs may be met in ways harmonious with environmental and developmental objectives. The target group consists of those who are below or just below poverty line. The book is presented in six chapters. Chapter I considers the dimensions of need. The chapter presents world statistics on undernourishment, literacy, income, life expectancy, and inadequate housing. It stresses that provision for psychosocial as well as physiological needs must be made. Chapter II suggests three lines of approach in assessing priority areas: the reference country, unit household, and life cycle methods. Chapter III discusses ways of establishing basic need levels, deficits, and targets. A review of population trends is included. Chapter IV considers alternatives in development and the needs/environment interaction. Chapter V discusses ways to meet needs deficiencies while considering environmental and developmental objectives within which needs would be met. Topics include food and agriculture, health services, education, shelter, and clothing. Chapter VI considers directions of technological development and the role of international trade in determining the degrees of self-reliance and interdependence of developing countries. Appendices include supplemental statistical data. (KC)

ED 193 094 SO 012 469

Tinker, Irene, Ed. Bramsen, Michele Bo, Ed.

Women and World Development.

Overseas Development Council, Washington, D.C.

Spons Agency—American Association for the Advancement of Science, Washington, D.C.

Pub Date—76

Note—228p.; For related documents, see SO 012 470-471.

Available from—Overseas Development Council, 1717 Massachusetts Avenue, N.W., Suite 501, Washington, DC 20036 (\$3.50)

Pub Type—Collected Works - Proceedings (021) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Developing Nations, Developmental Programs, *Economic Development, Essays, *Females, Feminism, *Global Approach, Seminars, *Sex Bias, Sex Role, Social Change, *Women Studies

Identifiers—International Womens Year

The book presents background papers and an overview of the proceedings of the American Association of Science Seminar on Women in Development held in Mexico City in June 1975. The objectives of the seminar were to show how and why development programs fail to reach women and to emphasize the waste of human potential that has resulted. An additional objective was to bring together researchers and developmental practitioners in order to bridge the gap between theory and practice. The book is divided into four parts. Part I presents 12 essays on selected issues which were prepared as background papers. They focus on women as being left out of the developmental process, particularly in various geographic and economic areas such as agriculture, urban life and labor, the family, the Moslem world, Latin America, southern African towns, and Yucatan. The concluding essays

discuss communications in relation to liberating women, women as co-managers, and the development approach to liberation. Part II offers an overview of the main concerns of the seminar and summaries of each of the five workshops, which covered food production, urban living and employment, education and communication, health and family planning, and women's formal and informal organizations. Part IV consists of three appendices. (CK)

ED 193 095 SO 012 470

Buvinic, Mayra And Others

Women and World Development: An Annotated Bibliography.

Overseas Development Council, Washington, D.C. Spons Agency—American Association for the Advancement of Science, Washington, D.C.

Pub Date—Mar 76

Note—162p.; For related documents, see SO 012 469-471.

Available from—Overseas Development Council, 1717 Massachusetts Avenue, N.W., Suite 501, Washington, DC 20036 (\$2.50)

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Developing Nations, Developmental Programs, *Economic Development, *Females, Feminism, *Global Approach, *Sex Bias, Sex Role, Social Change, *Womens Studies

Identifiers—International Womens Year

This annotated bibliography focuses on the effects of socioeconomic development and cultural change on women and on women's reactions to these changes. It is an expanded version of one which was prepared for the American Association of Science Seminar on Women in Development held in Mexico City in June 1975. The objectives were to disseminate this information more widely and to provide an overall view of the present status of research in the field. The introduction that precedes the bibliographic material summarizes some of the areas in which research is being done and suggests directions for further study. The 381 entries in the bibliography are divided into nine subject categories including general studies on women in development, the impact of society on women's roles and status, women's behavior patterns and customs, socioeconomic participation of rural women, education, work and economic development, health and family planning, women's informal and formal associations, and women, law, and politics. Each category is subdivided geographically. Information includes author, title, publisher, date, and abstract of the contents. Annexes list other bibliographies and annotate special issues of journals and periodicals devoted to women and development. (CK)

ED 193 096 SO 012 471

Rihani, Mary

Development As If Women Mattered: An Annotated Bibliography with a Third World Focus. Occasional Paper No. 10.

Overseas Development Council, Washington, D.C. Spons Agency—New TransCentury Foundation, Washington, D.C.

Pub Date—78

Note—137p.; For related documents, see SO 012 469-470.

Available from—Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, DC 20036 (\$3.00)

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Developing Nations, Developmental Programs, *Economic Development, *Females, Feminism, *Global Approach, *Sex Bias, Sex Role, Social Change, *Womens Studies

This bibliography, one major project of the New TransCentury Foundation's Secretariat for Women in Development, presents annotations of documents describing and analyzing the situation of women in the third world. The objective is to gather and make available papers on women and development having an action/programming orientation, papers prepared by and presenting the perspectives of third world women, and fugitive documents to be made available at the TransCentury Foundation. The document is presented in two parts. An overview explains the purpose and coverage of the bibliography and focuses on findings and recommendations concerning women in development. The 287 entries

are presented in ten broad topical sections which are subdivided geographically. These sections cover general material; women in their culture and society; socioeconomic participation; women and migration; formal and informal associations; education; rural development; health, nutrition, fertility, and family planning; communications; and impact of development and modernization. Each entry lists author, title, journal or publisher, date, and number of pages, as well as an abstract of the contents. An annex lists 27 bibliographies on women and development. (CK)

ED 193 097 SO 012 502

Townley, Charles Middleton, Mike

Sociological Perspectives.

Association for the Teaching of the Social Sciences (England).

Pub Date—78

Note—37p.

Pub Type—Guides - Classroom - Learner (051) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, Higher Education, Resource Materials, Scientific Methodology, *Sociology, *Theories

This monograph examines sociological perspectives and their applications. It is intended to help the college student coming to sociology for the first time to recognize that there are several perspectives within sociology and to disentangle the mass of terms associated with each. The first distinctive sociological perspective came from the work of Augustus Comte, who coined the word sociology from the Latin "socius" and the Greek "logos" in 1837. Comte's positivism, rather than examining the way individuals perceive the social world around them, assumes that society is an objective thing, "out there," waiting to be examined, analysed, and understood like the natural world. The functionalist perspective is rooted in the work of Emile Durkheim. Functionalism views society as an organism in which all the parts function in a way that ensures the continued well-being of the whole organism. The foundations of functionalism were built upon by later writers including Malinowski, Radcliffe-Brown, Parsons, and Merton. A conflict perspective offers us a view of society split into essentially two groups, aggregates, or classes whose interest conflict. The real foundations of the conflict theory are in the works of Marx and Engels. Other contributors include Weber and Dahrendorf. The monograph then turns to a discussion of phenomenology. Phenomenological approaches in sociology may be viewed in terms of a reaction against one of the major characteristics of traditional "mainstream" sociology. The sociological perspective known as symbolic interactionism is concerned primarily with the way that man interacts with his symbolic rather than his physical universe. The publication concludes with the statement that each perspective offers insights which illuminate each problem to some degree but, as yet, no one form of theorizing has overtaken all the others. (Author/RM)

ED 193 098 SO 012 542

Lamy, Steven L.

Comparative World Problems: An Interdisciplinary Model for Inservice Teacher Training.

Pub Date—Mar 80

Note—15p.; Paper presented at Annual Meeting of the International Studies Association (Los Angeles, CA, March 19-22, 1980).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, Course Descriptions, Curriculum Development, Educational Strategies, *Global Approach, Graduate Study, Higher Education, Inservice Teacher Education, Interdisciplinary Approach, International Relations, *International Studies, *Masters Programs, Preservice Teacher Education, Program Descriptions, Social Sciences, Social Studies, Teacher Education, *World Problems

This paper presents models for integrating themes and concepts of international studies into an educational program for elementary and secondary teachers. The interdisciplinary program can be taken as preservice or inservice training. It was developed in response to the need for colleges to provide classroom teachers and administrators with new skills, cognitive information, and teaching strategies that are necessary to an understanding of our increasingly interdependent world. The master's degree

program described in this paper was developed by the Center for Teaching International Relations at the University of Denver. Students must complete 45 quarter hours which include 18 of education requirements, 10 in international studies, and 17 electives. Two courses (three quarter-hours each) were developed for the program: Curriculum Development Lab in International Studies and Comparative World Politics for Precollegiate Teachers. The first course introduces existing precollegiate curriculum in international studies and gives strategies for curriculum development, implementation, dissemination, and evaluation. It emphasizes skills of communication, participation, cooperation, organization, flexible response to different situations, and appreciation of historical precedents. Sample outlines for all three quarters are given. The second course is intended to help teachers develop sensitivity to world problems of resource scarcity, human rights, disarmament, and political freedom to; to increase their social science skills in research and analysis; and to encourage social participation skills. A sample syllabus for a module on resource scarcity is provided. (AV)

ED 193 099 SO 012 657

Phye, Gary D. Sola, Janet L.

Development of Sextyping in Adolescent Females:

A Longitudinal Study.

Spons Agency—Iowa State Univ. of Science and Technology, Ames.

Pub Date—79

Grant—ISU-406-21-12

Note—13p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, CA, 1979).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Androgyny, Attitude Change, Classification, Data Analysis, *Females, Research Methodology, Secondary Education, *Self Concept, *Sex Differences, *Sex Role, Sex Stereotypes, Social Science Research, Test Interpretation

This paper describes a longitudinal research study on the development of sextyping in adolescent females during their sophomore, junior, and senior years of high school. Each fall the test group of 65 females was administered the Bem Sex Role Inventory. Respondents whose self-perception was characterized as feminine demonstrated consistency across the sophomore and junior years of high school. Those who viewed themselves as androgynous also exhibited a consistent attitude with greatest variability during the sophomore year. The adolescent females who viewed themselves as possessing masculine characteristics at the outset exhibited a dramatic change in self-perception during the sophomore year. The authors discuss at length their use of two data analysis techniques in determining the results of the study. In one instance, the Bem t-test analysis was used as the dependent variable while in the second instance, the simple difference score recommended by R. Strahan was employed. This approach was undertaken in an attempt to determine the advantages of one approach over the other in a longitudinal analysis. (Author/AV)

ED 193 100 SO 012 722

Elwood, Ann

A Sourcebook for Energy and the Way We Live.

Courses by Newspaper.

California Univ., San Diego, Univ. Extension. Spons Agency—National Endowment for the Humanities (NEH), Washington, D.C.

Pub Date—80

Note—73p.; For related documents, see SO 012 723-724.

Available from—Boyd & Fraser Publishing Company, 3627 Sacramento Street, San Francisco, CA 94118 (\$2.95 plus \$0.75 postage and handling)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Books, *Energy, Energy Conservation, *Environmental Education, Films, Higher Education, Learning Activities, Newspapers, Organizations (Groups), Postsecondary Education, Resource Materials, Social Studies, Solar Radiation, Teaching Guides, Teaching Methods, United States History, Units of Study, World Problems

Identifiers—Courses by Newspaper, *Energy Consumption, Energy Crisis

The guide presents teaching suggestions and lists resources to be used with the twelfth Course by Newspaper, "Energy and the Way We Live." Courses by Newspaper is a program presenting college-level courses to the public through the cooperation of newspapers and participating colleges. Other components of this course are the Article Booklet (SO 012 723) and the Reader/Study Guide (SO 012 724). The guide is divided into four sections. Section I describes how to use this course, including a list of national participating organizations, and a statement of objectives and needed planning. Section II offers teaching suggestions for 15 lessons focusing on our energetic lifestyle, the energy crisis, the history of energy use, waste, recent energy patterns, use in other countries, international politics relating to energy, nuclear and solar energy, synthetic fuels, and future choices and tradeoffs. Each lesson includes suggestions for background readings from the Reader/Study Guide, periodicals, and books, as well as discussion questions and activity suggestions. The activities make heavy use of experts as speakers and films, but also include making an ongoing rating chart, a questionnaire, and an energy index; debating; and making comparisons. Section III presents an annotated list of national organizations and their publications, while Section IV annotates the films suggested in the lessons. (CK)

ED 193 101 SO 012 723

Newman, Dorothy K. And Others

Energy and the Way We Live. Article Booklet for the Twelfth Course by Newspaper.

California Univ., San Diego. Univ. Extension.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—80

Note—51p.; For related documents, see SO 012 722 and SO 012 724.

Available from—Boyd & Fraser Publishing Company, 3627 Sacramento Street, San Francisco, CA 94118 (\$2.95, quality discounts available)

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Energy, Energy Conservation, *Environmental Education, Higher Education, *Newsletters, Nuclear Energy, Postsecondary Education, Resource Materials, Social Studies, Solar Radiation, United States History, World Problems

Identifiers—Courses by Newspaper, *Energy Consumption, Energy Crisis

The 15 articles in this booklet were written for the twelfth Course by Newspaper, "Energy and the Way We Live." Courses by Newspaper is a program presenting college-level courses to the public through the cooperation of newspapers and participating colleges. Other components of this course are the Reader/Study Guide (SO 012 724) and the Source Book (SO 012 722). The 1250-word articles, written by experts in the field and published in newspapers beginning in January 1980, focus on the nature and dimensions of our current energy dilemma, place it in historical perspective, and consider its implications for our way of life as individuals and as a nation. They also examine the potentials and limitations of alternative energy sources as well as moral, social, political, and economic issues involved in our energy choices. Specific topics are our energetic lifestyle, the nature of the energy crisis, ways energy was generated in the past, 19th and 20th century developments, waste, use of energy in other countries, international politics relating to energy, energy and the third world, conventional fuels in transition, nuclear and solar energy, synthetic fuels, effective energy use, and future choices and trade-offs. Authors include Dorothy K. Newman, S. David Freeman, Lynn White, Jr., John G. Burke, Daniel Bell, Norman Metzger, Joel Darmstadter, John K. Cooley, Kenneth E. Boulding, Don E. Kash, and others. (CK)

ED 193 102 SO 012 724

Kranzberg, Melvin. Ed. And Others

Energy and the Way We Live. A Course by Newspaper Reader.

California Univ., San Diego. Univ. Extension.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—80

Note—576p.; For related documents, see SO 012 722-723.

Available from—Boyd & Fraser Publishing Company, 3627 Sacramento Street, San Francisco, CA 94118 (\$9.95)

Pub Type—Guides - Classroom - Learner (051) — Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Adult Education, Educational Objectives, *Energy, Energy Conservation, *Environmental Education, Essays, Higher Education, Learning Activities, *Newsletters, Postsecondary Education, Resource Materials, Social Studies, Study Guides, United States History, Units of Study

Identifiers—Courses by Newspaper, *Energy Consumption, Energy Crisis

This book of readings and a study guide on energy is part of the twelfth Course by Newspaper, "Energy and the Way We Live." Courses by Newspaper is a program presenting college-level courses to the public through the cooperation of newspapers and participating colleges. Other components of this course are the Source Book (SO 012 722) and the Article Booklet (SO 012 723). The book is divided into two parts consisting of 74 readings and a student study guide relating to the readings. The readings explore the wide-ranging dimensions of the U.S. energy debate by focusing on the nature and character of the energy crisis and its implications for our way of life. They are presented in four parts entitled the current energy dilemma, lessons from our past, energy and values, and alternative scenarios for our energy future. Appendices offer notes about the authors, suggestions for further reading, and a glossary. The study guide coordinates the readings with the newspaper articles in the Article Booklet and the lessons in the Source Book. Sections are divided into the same sections as the readings. Each section lists learning objectives, offers an overview of the lessons, defines key concepts and words, asks 25-75 factual review questions, and suggests 4-7 discussion questions. (CK)

ED 193 103 SO 012 797

Hatcher, Barbara

Essential Map Concepts for Young Children.

Pub Date—9 Nov 79

Note—11p.; Paper presented at Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 9, 1979).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Geographic Concepts, *Map Skills, Preschool Education, Primary Education, Symbolism

This paper discusses four key concepts to help preschool and primary grade children develop the ability to read and understand maps. Examples of student activities to develop each of the concepts are provided. The essential concepts are representation, symbolization, perspective, and scale. Representation is vital. Children must perceive that a map represents something else—a place. Block building provides an excellent opportunity for young children to develop an understanding of representation. By using non-thematic blocks, children can create with the blocks, the entity of their choice. Second, children need to know that a map is a symbol for a place that it uses other symbols such as colors for land and water and lines for roads and highways. Three activities to increase the understanding that a symbol represents a real or actual thing are "Lotto Match" in which children pair three dimensional items to two dimensional drawings of the same thing; having children write experience stories using pictures from magazines or drawings; and the game "Symbo" played like bingo in which children designate the correct sign for a river, desert, airport, school, and other map legend symbols. Perspective, the third essential, is difficult for young children and may not be fully developed until later. However, a foundation for future understanding can be provided. Children should be given many opportunities to view objects from above by taking field trips to tall buildings and observation towers. To help children discover that maps are drawn to show only the tops of things, not the vertical features, children can build towers and trace the shape of each block in the tower. In teaching the fourth essential, the concept of scale, emphasis should be placed on how maps show things as they are, only smaller. The scales of distance should be left to older children. Photographs of children can be displayed noting that pictures are just like the student, only not as large. (Author/RM)

ED 193 104 SO 012 798

Taylor, Steven. And Others

Negotiation: A Tool for Change [and] Principles of Whistleblowing.

Center on Human Policy, Syracuse, N.Y.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date—79

Grant—HEW-54P71332/3-01

Note—17p.; Not available from EDRS in paper copy due to fading ink throughout original document.

Available from—DD Rights Center of Mental Health Law Project, Center on Human Policy, 216 Ostrom Avenue, Syracuse, NY 13210 (\$0.70)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Arbitration, *Change Strategies, *Civil Rights, *Consumer Protection, Disabilities

Identifiers—*Advocacy Planning

These two brief papers provide guidelines for consumers, parents, and advocates in the techniques of negotiation and whistleblowing ("speaking out against illegal, immoral, and otherwise wrong practices in human services, government, and other organizational settings"). Steps for preparing to negotiate with opposing groups involve proper timing of negotiation, obtaining backing of consumer groups, negotiating only with persons who have authority to make decisions, holding press conferences if the agency refuses to negotiate, and preparing strategies for negotiation. These strategies include controlling the session, presenting a united front with one spokesperson, understanding how people resist change, making a record of the meeting, and knowing what is or is not acceptable. The checklist for whistleblowers includes identifying issues carefully, reporting the problem to the immediate supervisor, speaking knowledgeably about the costs of inaction, identifying laws and regulations, developing private and public support, warning your family and friends that you may become the object of slander, knowing how much you are willing to compromise, and keeping a record of whistleblowing activities. Although intended for advocates of the disabled, the approaches are applicable for all negotiating and whistleblowing events. (Author/KC)

ED 193 105 SO 012 799

Taylor, Steven J. Biklen, Douglas

Understanding the Law: An Advocate's Guide to the Law and Developmental Disabilities.

Center on Human Policy, Syracuse, N.Y.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date—Aug 79

Grant—HEW-54P71332/3-01

Note—56p.

Available from—DD Rights Center of Mental Health Law Project, 216 Ostrom Avenue, Syracuse, NY 13210 (\$3.25 plus \$1.00 for shipping)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Change Strategies, Civil Rights, Community Involvement, *Court Litigation, Definitions, *Disabilities, Federal Legislation, *Laws, Lobbying, Local Legislation, *Research Skills, State Legislation

Identifiers—*Advocacy Planning

This handbook, designed for advocates for disabled persons, focuses on understanding and researching the law. It is presented in seven chapters. Following the introduction (Chapter I), Chapter II provides a glossary of legal terms. The authors point out that in order for the law to serve as a tool for change, its language must be understood by those who advocate for change. Chapter III explains the system and interrelationships of laws at federal, state, and local levels. The four sources of law—constitutions, statutes, court decisions, and administrative regulations—are also discussed. Chapter IV provides an overview of the litigation process, specifically, what litigation is, who litigates, how, and where. Chapter V describes how to research the law. The intricacies of law libraries and indices and digests of laws are discussed. Chapter VI illustrates how to build a case on behalf of a client or constituency. An example based on an actual case is provided. Chapter VII addresses methods for systemic change and community organizing. Concepts discussed include power, reasons for inaction, and change strategies. The document concludes with a brief bibliography. (KC)

ED 193 106

SO 012 802

Herrick, James E.

The Creative Use of Alienation.

Pub Date—Jul 80

Note—20p.; Paper presented at the Global Conference on the Future (1st. Toronto, Canada, July 20-25, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alienation. Citizen Role. Creative Thinking. Cultural Influences. *Futures (of Society). *Global Approach. *Individual Needs. Long Range Planning. *Need Gratification. Social Influences. Social Values. *World Problems

The process of becoming a world citizen requires, as a first step, personal alienation from the cultural values and social arrangements of nation-states that stand in the way of such an effort. Three interrelated propositions underlie this thesis. First, prevailing cultural values and social arrangements severely limit opportunities for people to reach common agreement about the nature of and solution to significant problems. Second, to reach this common agreement, people must separate themselves from primary allegiance to nation-state interests and operate from a context of world citizenship. Third, learning how to operate from a context of world citizenship requires a participatory planning process which anticipates the future. Alienation occurs as a result of a discrepancy between basic human needs and socially structured opportunities to meet those needs. In Western society, social behavior based on competition, individualism, quantity, and technology perpetuates a system in which access to power and influence is unequal and where control of resources is exerted by upper layers in the hierarchy. These events contribute to alienation of people from their basic needs as human beings. The position of alienation can be used creatively; it distances the individual and allows for analysis of the alienating condition and establishment of a better connection with basic needs. However, it is necessary for the person to move beyond alienation and become involved in a different kind of social-cultural context. A global perspective requires conscious intentionality (purposeful behavior), freedom of choice, and collective effort. Creative work of people operating out of this context enables them to make their world different from what exists. (Author/KC)

ED 193 107

SO 012 806

Botkin, James W.

Implications of an Information Age for Global Issues in North and South.

Pub Date—21 Jul 80

Note—8p.; Paper presented at Annual Meeting of the Global Conference on the Future (1st. Toronto, Canada, July 21, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developed Nations. Developing Nations. Educational Policy. *Futures (of Society). *Global Approach. Information Processing. Information Science. *Information Systems. *Information Utilization. Postsecondary Education. Telecommunications. World Problems

Implications of the "Information Age" of telecommunications and microprocessing for global issues are examined. Presently, the Japanese, British, and French are leaders in the development of information software and in the creative fashioning of new institutional arrangements to use the new systems. In the West, the implications of an information age on global issues depend on whether information resources will be brought to bear on global issues and whether they will be used creatively to do so. A concerted effort to use telecommunications and microprocessing in creative ways is needed. Success depends on the evolution of the structure of the information software enterprise and the kind of learning that underlies usage of information systems. Relevant educational policies need to encompass in-school and out-of-school education, and should stress group anticipation rather than individual adaption. Another implication is that globally shared thinking still preserves cultural diversities. Because the planet is rapidly moving toward a three-world stereotype (countries in the information age; newly industrial, oil-rich, and socialist countries; and developing countries) it may become increasingly difficult to share the common learning and thinking processes which are necessary to build consensus. A solution to the information

gap problem lies in decentralizing the software functions of the information revolution. As many people as possible should be enabled to perform functions such as having access to data banks, contributing information, formulating computer programs to analyze information, and disseminating results. (Author/KC)

ED 193 108

SO 012 807

Selected Statistics: Demographic, Social, Economic, Education.

Office of Education (DHEW), Chicago, Ill. Regional Office 5.

Pub Date—80

Note—71p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Groups. *Demography. Disabilities. *Economic Research. *Educational Research. Elementary Secondary Education. Employment Patterns. Enrollment. *Ethnic Groups. Family Characteristics. Higher Education. Poverty. Private Schools. Public Schools. Sex. *Social Characteristics

Identifiers—Illinois, Indiana, Michigan, Minnesota, Ohio, *Region 5, Wisconsin

The publication, intended for persons involved in educational activities, provides selected data on demographic, social, economic, and educational characteristics of Region V, United States Department of Education. Region V comprises Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The majority of the data was drawn from the 1976 Survey of Income and Education (SIE). Demographic data include total population and percent of change, land use, number of households, number of births and birth rate, and number of children under five per 1,000 women. Social statistics categorize population according to ethnic group and number and percent of population under 18, under 5, between 5 and 17, between 18 and 64, and 65 and older. The number of families with female head, no husband present, are also counted. Economic statistics reveal median family income, 1969 to 1975; per capita personal income; and median income by race and sex according to high school graduates and those with four or more years of college. The number of families below poverty level, labor force, unemployment, and major occupational groups are also included. Educational statistics depict total enrollment in public and private elementary and secondary schools and estimated number of high school graduates. Enrollment is categorized according to handicapped, sex, ethnicity, and English as a second language. Statistics for public and private institutions of higher education are also included. Regional maps present the descriptive data for each state and are accompanied by brief narratives that summarize and highlight the data. (Author/KC)

ED 193 109

SO 012 813

Key Competencies: Social Studies, Elementary School.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—80

Note—26p.; For related documents, see SO 012 814-821.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives. *Citizenship Education. *Competency Based Education. Course Objectives. Critical Thinking. Cultural Awareness. Decision Making. Economic Factors. *Educational Objectives. Elementary Education. Environment. *Global Approach. Government (Administrative Body). Learning Activities. Minimum Competencies. Political Attitudes. Relevance (Education). Self Concept. Sequential Learning. Skill Development. *Social Studies

This booklet outlines specific competencies for social studies education in grades one through six in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five important areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for the competencies listed for each of six grade levels. For each grade level at least 10 competencies are listed. Each competency is followed by at least one behavioral objective which can be used to evaluate mastery of the competency. For example, a key competency for grade three is, "Students

will show awareness of the neighborhood as a geographic entity." A behavioral objective for this is "Identify or draw a map of the neighborhood." Other key competencies include understanding that people have feelings and emotions (grade one), recognizing the importance of city services (grade two), appreciating ethnic and cultural diversity (grade four), and understanding the importance of political and geographic boundaries (grade six). Some of the behavioral objectives involve activities related to the city of Philadelphia. (AV)

ED 193 110

SO 012 814

Key Competencies: Social Studies, Secondary Schools.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—80

Note—58p.; For related documents, see SO 012 813-821.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavioral Objectives. City Government. *Competency Based Education. Course Objectives. Critical Thinking. Decision Making. Economics. *Educational Objectives. Federal Government. Geography. Learning Activities. Minimum Competencies. Political Science. Secondary Education. Sequential Learning. Skill Development. *Social Sciences. *Social Studies. Sociology. State Government. State History. United States History. World History

Specific competencies are outlined for social studies education in grades seven through 12 in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for competencies listed for eight courses in the secondary social studies program. The courses are geography (grade seven), Pennsylvania and American history and government (grade eight), world history (grade nine), American history (grades 10 or 11), political science (grade 12), economics (grade 12), sociology (grade 12), and Philadelphia government (grades 10 through 12). For each course, between four and 13 competencies are identified. Each competency is followed by numerous behavioral objectives which can be used to evaluate mastery of the competency. For example, a competency in American history is, "Students will understand some of the political and social problems America faced between 1870-1920." A related behavioral objective is to identify some of the reasons for the great upsurge in immigration during that period. (AV)

ED 193 111

SO 012 815

Key Competencies: African and Afro-American Studies, Elementary Schools.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—80

Note—17p.; For related documents, see SO 012 813-821.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Culture. Behavioral Objectives. Black Culture. Black History. Blacks. *Black Studies. *Competency Based Education. Course Objectives. Cultural Awareness. *Cultural Background. Cultural Images. *Educational Objectives. Elementary Education. Human Dignity. Individual Differences. Learning Activities. Minimum Competencies. Racial Discrimination. Self Concept. Sequential Learning. United States History

Identifiers—Africa

Outlined in this booklet are key competencies for African and Afro-American studies courses in kindergarten through grade six in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. For each grade level, between two and eight competencies are identified. Each competency is followed by numerous behavioral objectives by which mastery of the competency can be evaluated. For example, one fifth grade competency is that students will learn a definition of cultural heritage and the con-

cept of tradition. One behavioral objective for this competency is identification of five characteristics of African cultural heritage brought to America by African people. Progressing from kindergarten through grade six, the competencies emphasize understanding differences among all living things, self-acceptance, concepts of family and community, geography of Africa, black history in Philadelphia, racism and the civil rights movement, and African influences on Western culture. (AV)

ED 193 112 SO 012 816
Key Competencies: African and Afro-American Studies, Secondary Education.
 Philadelphia School District. Pa. Office of Curriculum and Instruction.

Pub Date—80
 Note—21p.; For related documents, see SO 012 813-821.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—African Culture, Behavioral Objectives, Black Culture, *Black History, Blacks, *Black Studies, *Competency Based Education, Course Objectives, Cultural Awareness, Cultural Background, Cultural Images, *Educational Objectives, Learning Activities, Minimum Competencies, Modern History, Racial Discrimination, Secondary Education, Sequential Learning, Social Problems, World History

Identifiers—Africa
 This booklet identifies major competencies for African and Afro-American studies courses in grades seven through 12 in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. Between two and five major competencies are outlined for each grade level. Each competency is followed by up to 15 behavioral objectives or learning activities by which mastery can be evaluated. The competencies include knowledge of modern and traditional African history; colonialism and slavery; contributions of Black people to science, music, art, education, and government; significant Black leaders of the 20th century; major cultural influences of African peoples to world history; important Supreme Court decisions which have affected Black people in America; and the impact of racism in American society. (AV)

ED 193 113 SO 012 817
Key Competencies: Art Education, Elementary Schools.

Philadelphia School District. Pa. Office of Curriculum and Instruction.

Pub Date—80
 Note—27p.; For related documents, see SO 012 813-821.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education, Art Activities, *Art Appreciation, *Art Education, Art History, Art Materials, Behavioral Objectives, *Competency Based Education, Course Objectives, Creative Art, *Educational Objectives, Elementary Education, Interdisciplinary Approach, Learning Activities, Minimum Competencies, Sequential Learning, Skill Development, Visual Arts

This booklet outlines key competencies for art education in kindergarten through grade six in the Philadelphia school system. The goal of art education is to provide an understanding of elements and principles of composition and design such as color, line, shape, mass, and texture. Art education should involve students in creating, analyzing, and evaluating works of art in terms of art history and the contributions of various cultural groups. Art education activities are stressed as an interdisciplinary experience. The competencies listed in this document are specific to each grade level: grades one through six have 10 competencies each, and kindergarten has one. Each competency is followed by numerous behavioral objectives, or activities by which mastery can be evaluated. For example, a fourth grade competency is that students will explore the realms of fantasy and imagination in art. A related behavioral objective is to contrast the two painting styles of surrealism and realism. Other competencies include becoming familiar with art material (kindergarten); creating forms that are recognizable, sturdy, and attractive using self-hardening clay (grade two); and considering texture as an art element (grade five). (AV)

ED 193 114 SO 012 818
Key Competencies: Art, Secondary Schools.

Philadelphia School District. Pa. Office of Curriculum and Instruction.

Pub Date—80
 Note—24p.; For related documents, see SO 012 813-821.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Art Activities, *Art Appreciation, *Art Education, Art History, Art Materials, Behavioral Objectives, *Competency Based Education, Course Objectives, Creative Art, *Educational Objectives, Interdisciplinary Approach, Learning Activities, Minimum Competencies, Secondary Education, Sequential Learning, Skill Development, Visual Arts

Major competencies are presented for art education courses in grades seven through 12 in the Philadelphia school system. The goal of art education is to promote an understanding of elements and principles of composition and design such as color, line, shape, mass, and texture. Art education should involve students in evaluating, creating, and analyzing works of art in terms of art history and the contributions of various cultural groups. Art education activities are stressed as an interdisciplinary experience. This booklet outlines eight competencies for art courses to promote in each of grades seven through 12. Each competency is accompanied by numerous behavioral objectives, or activities by which mastery can be evaluated. For example, a tenth grade competency is that students will study a non-objective approach to design. A behavioral objective for this is to discuss uses of mass-produced surface design as in paper products, advertising, fabrics, and floor coverings. Other competencies include production of commercial art forms designed for use in the school and community (grade seven); learning one-point and two-point perspective (grade nine); and studying ways in which mass is used by artists and designers (grade 11). The grade 12 competencies include a list of portfolio requirements for seniors who apply to art schools and colleges. (AV)

ED 193 115 SO 012 819
Key Competencies: Music Education and Instrumental Music, Elementary Schools.

Philadelphia School District. Pa. Office of Curriculum and Instruction.

Pub Date—80
 Note—25p.; For related documents, see SO 012 813-821.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Behavioral Objectives, *Competency Based Education, Course Objectives, *Educational Objectives, Elementary Education, Learning Activities, Minimum Competencies, Music Activities, *Musical Instruments, Music Appreciation, *Music Education, Music Techniques, Sequential Learning, Skill Development, *Vocal Music

Major competencies are presented for music education in kindergarten through grade six of the Philadelphia school system. Music is seen to be a mode of expression in responding to and interpreting life and nature. It promotes development of aesthetic judgment. The competencies outlined in this document are derived from a comprehensive music program reflecting the variety of ways people experience and participate in music. For each grade level, up to six competencies are identified. These include participation in singing and directed listening activities. Each competency is accompanied by numerous behavioral objectives by which mastery can be evaluated. For example, a fourth grade competency is that students will demonstrate musical perceptions through bodily movements. A related behavioral objective is to acquire individual and small group skills at choreographing favorite compositions. The booklet also identifies competencies and behavioral objectives for each of three levels (basic, intermediate, advanced) of instrumental instruction. These emphasize tone production, interpretation, and ensemble playing. (AV)

ED 193 116 SO 012 820
Key Competencies: Music Education and Instrumental Music, Secondary Schools.

Philadelphia School District. Pa. Office of Curriculum and Instruction.

Pub Date—80
 Note—30p.; For related documents, see SO 012 813-821.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Behavioral Objectives, *Competency Based Education, Course Objectives, *Educational Objectives, Learning Activities, Music Activities, Musical Composition, *Musical Instruments, Music Appreciation, *Music Education, Music Reading, Music Techniques, Music Theory, Secondary Education, Sequential Learning, Skill Development, *Vocal Music

This booklet identifies major competencies for each course offered in the secondary music education program in the Philadelphia school system. Music is seen to be a mode of expression in responding to and interpreting life and nature. It promotes the development of aesthetic judgment. The booklet outlines up to eight competencies for each of nine elective music courses and three instrumental courses offered in grades seven through 12. The music courses include basic music, music literature, music theory, harmony, solfège, and sight singing. For each competency, numerous behavioral objectives are listed by which mastery can be evaluated. For example, a competency in harmony is that students will demonstrate a knowledge of secondary triads and their inversions. A behavioral objective for this is to construct and label triads in root position and inversions. Other competencies include demonstrating an understanding of meter signature (music theory); knowing periods in music history and their representative composers (music literature); and showing refined tone control and quality (advanced instrumental). (AV)

ED 193 117 SO 012 821
Key Competencies: Consumer Education, Secondary Schools.

Philadelphia School District. Pa. Office of Curriculum and Instruction.

Pub Date—80
 Note—22p.; For related documents, see SO 012 813-820.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, *Consumer Economics, *Consumer Education, Course Objectives, Credit (Finance), Critical Thinking, Decision Making, *Educational Objectives, Learning Activities, Minimum Competencies, Money Management, Problem Solving, Purchasing, Secondary Education, Sequential Learning, Skill Development

This booklet outlines competencies for consumer education courses in grades seven through 12 in the Philadelphia school system. Consumer education is seen to develop students' abilities to cope with situations encountered daily in their roles in our economic system. It puts into practice the basic skills of reading, writing, speaking, listening, viewing, problem solving, interpersonal relations, and computation. For each grade level, the booklet identifies up to four major competencies. Each competency is accompanied by numerous behavioral objectives by which mastery can be evaluated. For example, a ninth grade competency is that students will show personal financial management skills. A behavioral objective for this is to plan realistic budgets for differing income levels and priorities. Other competencies include demonstrating ability to plan effectively (grade seven), interpreting issues in consumer affairs and financial management (grade 10), and understanding the importance of a value system in planning (grade 12). (AV)

ED 193 118 SO 012 826
 Newman, Philip R. Newman, Barbara M.

Naturalistic Observation of Student Interactions with Adults and Peers in the High School.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—[73]
 Grant—MH-5603-03

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Educational Research, High School Students, *Interaction Process Analysis, *Interpersonal Relationship, Males, Observation, *Peer Relationship, *Personality Traits, Secondary Education, Social Behavior, Social Integration, *Student Teacher Relationship

A study to analyze individual differences in interpersonal styles of students and to identify behavioral differences in student interactions with adults and peers is reported. The sample consisted of 18 high school males who were observed during two normal school days. Students were observed according to interactions with other students, adults, males, or females; settings where interactions occur; and content and affective style of the interactions. Results reveal five interactive styles: Group One demonstrates an average amount of interaction; Group Two, a great deal of interaction with peers and little interaction with adults; Group Three, little interaction with peers and a great deal with adults; Group Four, extremely verbal and high participants; and Group Five, low participants. Group One individuals fit into the school because they are willing to maintain a "student role" at the expense of allowing a more authentic self to emerge. Groups Two and Three probably engage students in one fashion and adults in another; more research is needed to determine their methods of interaction. Group Four persons dominate interactions so totally that it is difficult for others to make an impact on their world view. Subjects included in Group Five demonstrate some possibilities for maladaptation. They view themselves as outsiders and appear anxious and unable to communicate. (Author/KC)

ED 193 119 SO 012 831
The World Fertility Survey: January 1979-December 1979. Annual Report.

International Statistical Inst., Voorburg (Netherlands); World Fertility Survey, London (England)

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; United Nations Fund for Population Activities, New York, N.Y.

Pub Date—79

Note—117p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Birth Rate, Data Processing, Developed Nations, Developing Nations, *International Programs, Population Trends, *Research Methodology, *Research Projects, *Surveys

This report summarizes 1979 activities of the World Fertility Survey (WFS), an international population research program to assist interested countries carry out surveys of human fertility behavior. The document is organized into six major sections. Following an introduction, section two briefly describes participation of countries in Africa, Asia, Latin America, and the Middle East. Section three discusses developments in data processing such as technical assistance to countries, software development, and training in data processing. The fourth section, the major portion of the document, provides a detailed account of progress made in three major analyses of WFS: the publication of first country reports, initiation and implementation of second stage analysis, and cross-national comparative analysis. Research projects initiated or discussed in workshops are described according to individual countries. Section five outlines other program developments including special field studies (post-enumeration and husbands' surveys), technical monitoring, and publications. Sections six and seven list WFS committees with brief summaries of 1979 meetings and WFS personnel. Appendices provide information on participating countries, publications of WFS, addresses to obtain first country reports, and a bibliography of world fertility survey references in journals and conference papers. (KC)

ED 193 120 SO 012 832
Record, Wilson

Underprivilege and Unrest among Women and Black Social Scientists in the United States.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Aug 78

Note—28p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-19, 1978).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Blacks, Change Agents, *College Faculty, Females, Higher Education, Males, *Racial Bias, Researchers, Research Problems, *Sex Bias, Social Action, Social Science Research, *Social Sciences, Whites

This review of research examines responses of women and black social scientists to discrimination within their disciplines. The attitudes of male social scientists toward these two groups are also examined. Although the difficulties experienced by women and blacks in the social sciences have been reduced in recent years, in actuality only a few have been able to cross long-standing barriers. Much of the change can be attributed to governmental policy concerning discrimination rather than originating from the discipline itself. Research indicates that many white males oppose government policies and try systematically to evade them or postpone compliance. Ironically, until quite recently women and blacks have been defined by the dominant white males in the social sciences. However, a mark of the elevated consciousness of these two underprivileged groups is their intense redefinition of themselves. These actions have several serious consequences. They raise misgivings about the way power and privilege are allocated, provide stimulus for social change, question social science wisdom concerning both sex and race differences and the methods employed in researching women and blacks. In short, actions by women and blacks in the social sciences have created reservations about the ability of white male social scientists to study in a detached and objective way groups about which they are likely to have strong subjective feelings. (Author/KC)

ED 193 121 SO 012 834
Munson, Carlton E.

Perceptions of Female Social Workers toward

Administrative Positions.

Pub Date—Nov 79

Note—23p.; Paper presented at Annual Meeting of the National Association of Social Workers Professional Symposium (6th, San Antonio, TX, November 14-17, 1979).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Characteristics, *Administrator Selection, Career Development, Comparative Analysis, *Employee Attitudes, *Females, Males, *Managerial Occupations, Occupational Aspiration, Professional Development, Research Methodology, Sex Fairness, *Sex Role, Sex Stereotypes, Social Science Research, Social Work, *Social Workers, Success

This paper discusses a study to determine attitudes among women in the field of social work regarding opportunities for professional advancement. Specifically, the study investigated whether female social workers noticed differences in opportunity among males and females to be recruited to management positions and to hold management positions once they were recruited. The study also compared perceptions of women who desire administrative positions and those who do not. A random sample of 1,000 female members of the National Association of Social Workers received a five-page questionnaire. Among other background statistics which were collected, a breakdown by administrative status and desire for administrative positions became the basis for analyzing responses. Questions covered sexist practices in hiring, personal/professional conflicts, need for aggressiveness, role models, and personal and organizational supports. A major finding was that women who are non-administrators with desire to be, perceive sexist practices at a higher level, see a need to be aggressive to get ahead, undergo more professional conflict, and desire more organizational support for their career goals. The author suggests that training programs be developed for women seeking management positions. These programs should teach women to be competitive, take and give criticism, develop role models, use language and code words, develop networks of contacts, take risks, develop stamina, and never expect praise. (Author/AV)

ED 193 122

Rindskopf, David And Others

Special Report on the Arts.

Illinois Association for Supervision and Curriculum Development, Normal; Illinois State Board of Education, Springfield.

Pub Date—Feb 80

Note—18p.; For a related document, see SO 012 844.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Education, Courses, Dance, Declining Enrollment, Educational Needs, *Educational Trends, Elective Courses, Enrollment Projections, Enrollment Rate, *Enrollment Trends, Junior High School Students, Literature Appreciation, *Music Education, School Statistics, School Surveys, Secondary Education, State Surveys, Tables (Data)

Identifiers—Illinois

This booklet offers a census of course offerings and enrollments in art, music, dance, theater, and literature in junior and senior high schools in Illinois. It is part of a series of reports surveying statewide basic curriculum data. Data were collected in 1977 and reflect the 1976-1977 school year. All public secondary schools in Illinois were surveyed and responses were received from 95% of all high schools and 97% of junior high schools. The objective was to produce a source of data on secondary school curriculum and enrollments. Information is presented in narrative and tabular form. In addition to information on course offerings, information is presented on school size and community type (central city, suburb, independent city, or rural). Highlights of the report are that almost all Illinois junior high school students take at least one course in art and music; virtually all high school arts courses are elective; rural high school students take more music courses than students in other regions; central city students enroll heavily in both high school art and music; male/female enrollments are relatively equal in junior high arts courses, females are more likely than males to take art and music courses in high school, and faculty cutbacks in the arts may substantially affect arts instruction. The document concludes with an appendix listing art, music, literature, theater, and dance courses offered in Illinois. (Author/DB)

ED 193 123

Fox, Karen Humm, William, Ed.

Special Report on Social Studies.

Illinois State Board of Education, Springfield.

Pub Date—Apr 80

Note—26p.; For a related document, see SO 012 843.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Courses, Declining Enrollment, Educational Needs, Educational Objectives, *Educational Trends, Enrollment Projections, Enrollment Rate, *Enrollment Trends, Junior High School Students, Minimum Competency Testing, School Statistics, School Surveys, Secondary Education, *Social Studies, State Surveys, Tables (Data), *United States History

Identifiers—Illinois

This booklet offers a census of course offerings and enrollments in social studies in junior and senior high schools in Illinois. It is part of a series of reports surveying statewide basic curriculum data. Data were collected in 1977 from 459 public junior high schools and 704 public high schools. The document is intended for use by school administrators, school board members, teachers, parents, legislators, and others who have a role in making decisions about public education in Illinois. Specifically, the data can help educational policy makers by providing background data on issues including modifying programs in light of declining enrollments, reallocating resources, and assessing the impact of federal regulations and state laws mandating equal access to all school programs for boys and girls. In addition to information on course offerings, information is presented on school size and community type (central city, suburb, independent city, or rural). Highlights of the report are that every Illinois secondary school offers social studies courses; United States history is required of all students for graduation from eighth grade and high school; there is no direct relationship between the frequency with which a course is offered at the high school level and the level of enrollment; over 50% of the high school social studies courses are electives; there are no sex differences in

enrollment in social studies courses; enrollment declines may induce schools to reduce the number of social studies courses; and competency testing in the social studies is becoming increasingly broadened. (Author/DB)

ED 193 124 SO 012 847

Lazer, William

Myths & Realities of the Coming Decade.

Pub Date—16 Jun 80

Note—16p. Paper presented at Annual Marketing Conference of the American Marketing Association (Atlanta, GA, June 16, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Change. *Economic Factors. *Futures (of Society). Income. *Life Style. Population Trends. Productivity. Quality of Life. *Social Indicators. Trend Analysis

Since the late 1970s Americans have adopted a more pessimistic outlook of the future than at any time since World War II. Reasons for this include inflation, unemployment, a low rate of productivity, the flow of U.S. funds to OPEC nations, an unfavorable balance of trade, and the unstable international environment. In view of these factors, some analysts predict that the 1980s will be a decade of weakness in real income for consumers and caution in family financial management. However, changing demographic statistics may indicate a more positive consumer climate in the future. During the next 20 years the 35-54 age group will increase dramatically. This age group traditionally is one of high earning capacity. Population growth will slow down. More wives will enter the work force, thereby making dual-earner families the norm and increasing household income. Senior citizens will comprise a lucrative and expanding market. The results of increased incomes will probably mean the expansion of affluence in the middle and working classes. Life styles will reflect themes of self-gratification, enhancement of personal health and well-being, smaller and more efficient housing, more cosmopolitan consumer tastes, and dependence on services and products that facilitate essential living activities. (Author/AV)

ED 193 125 SO 012 848

Browning, Larry Davis Gilchrist, James Allen

Political Leadership for Women: A Statement of the Case, An Education in Tactics.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Jun 80

Note—34p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies. Comparative Analysis. Decision Making. *Females. Group Dynamics. *Leadership Qualities. Males. *Organizational Climate. Organizations (Groups). Political Power. *Power Structure. Research Methodology. Role Conflict. Role Perception. *Sex Differences. Socialization. Social Science Research

This paper reports on a study of the components of political leadership and emphasizes problems of women in attaining positions of political leadership. The authors use the term political leadership to describe the decision-making mechanism within organizations. First they review their survey of the personnel of a large organization. Respondents were asked how they thought about their organization in terms of issues including politics, satisfaction and loyalty, organizational flexibility, and perceptions of elitism. Responses of men and women were compared. The more women saw the organization as being political, the more likely they were to view it in a negative (elite) rather than positive (flexible) way and the less likely they were to be satisfied and loyal to it. Men saw the organization as political and were more positive and satisfied at higher levels within it. A review of literature revealed that political behavior is predominant at high levels of decision making within organizations and that informal friendship and information-sharing coalitions are vital to successful leaders. Women are poorly prepared for high level leadership positions because of their early socialization to be nurturing, role conflicts between masculine and feminine behaviors, and tendency of male leaders to want to keep their power cliques homogeneous. The authors suggest that women seeking political leadership develop coalitions to generate support, operate

opportunistically, disclose positions strategically, always have an option when negotiating, use humor, and be clear on willingness to take risks. (AV)

ED 193 126 SO 012 849

Raob, Earl Lipset, Seymour M.

Prejudice and Society.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date—68

Note—49p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitudes, Behavior. *Bias, Socialization. Social Problems, Stereotypes

This monograph consists of six chapters which discuss the problem of prejudice in our society. Chapter I looks at "Prejudice as a Social Problem." As a social problem prejudice can be defined exclusively in terms of human behavior which denies or attempts to deny equality of opportunity or status to certain racial, religious, or ethnic groups. Prejudiced behavior treats individuals as though they were not individuals at all but, rather, indistinguishable parts of a classified group. "The Shifting Nature of Prejudice" is discussed in Chapter II. Prejudiced attitudes do not predetermine prejudiced behavior. An individual's prejudiced behavior may be determined more by the social situation at any given moment than by his pre-existing attitudes. Chapter III "Learning Prejudice" points out that the learning of prejudice is effected primarily by the kinds of social situations in which people live. Chapter IV "The Prejudiced Community" discusses how the pattern of community practices is the fountainhead of prejudice. The growing child learns his social behavior primarily by following the modes and models of behavior around him. "Family and Group Influences in the Prejudiced Community" is the topic of Chapter V. The complex of prejudicial practices within a community provides the family and other traditional groups with the "frame of reference" which perpetuates these practices and sustains prejudice. "Some Implications for Action" is the topic of the concluding chapter. The custom of prejudice may be changed through remedial social action. Various channels of social action such as the law, direct action, mass media, the schools, and community groups may help to effect this change. In addition, the individual must examine and attempt to understand his own behavior and attitudes. (Author/RM)

ED 193 127 SO 012 851

Lee, Irving J.

How Do You Talk About People?

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date—69

Note—33p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bias, Evaluation. *Evaluative Thinking. *Semantics

This monograph discusses prejudice which exists when humans evaluate others. No one sees or hears a man evaluating. One hears or sees only what he says and does. An arbitrary sampling of recent research studies which indicate some of the varieties of mis-evaluation are cited. They reveal that sometimes people show antipathy to people they do not know and that some people say things about others which are just not so. It is one of the curiosities of everyday speech that a person can be making Inference Statements (statements which refer to factors and considerations which are outside the immediate acquaintance of the speaker) when he sounds as though he were talking about something observable. Sometimes people will speak with the force and assurance of the factual when the mood ought more properly reflect a certain tentativeness, an uncertainty. The sound of factuality does not establish the factuality of an utterance. Another evaluation oddity which must be noted because it so often shows the departure from the factual is the practice of paying more attention to what a person is called than to the person. It occurs whenever we neglect a man to focus on the way we have named or labelled him. It is one of the commonplaces of studies in semantics that a number of words may refer to the same thing though each may imply strikingly different attitudes to it. A story is told about the way a Greek communist newspaper reported some remarks of Paul Porter, made at a banquet in Macedonia while on an economic mission. He said, "It is indeed a pleasure to be here tonight with you good

citizens of Greece. You Greeks and we Americans have very much in common. We like to eat. We like to drink. And we like to sit around and talk." The newspaper said, "Ambassador Porter said that we are just like Americans, gluttons, drunkards, and gossips." (Author/RM)

ED 193 128 SO 012 852

Harris, Judah J.

The Treatment of Religion in Elementary School Social Studies Textbooks.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date—63

Note—73p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Catholics, Elementary Education, Jews, Protestants, *Religion. *Social Studies, Textbook Bias, Textbook Content. *Textbook Evaluation

This study, undertaken in 1963, analyzed the references made to religion in elementary social studies textbooks. The report was intended to inform authors, publishers, and teachers and enable them to correct errors, supply omissions, and omit irrelevant material. The textbooks used in the study consisted of 120 elementary (grades 1-6) public school social studies textbooks shelved in the Social Studies Division of the Teachers' Central Laboratory of Hunter College, New York City. Major findings included the following. The belief that nothing in the textbooks could violate the religious feelings of public school students was not true. Many books presented Protestantism in a more favorable light than Catholicism and Christianity more favorably than Judaism. There were definite sectarian tendencies in the textbooks. A numerical analysis of the subject matter revealed a disproportionate quantitative predominance of references to Christianity, even after the predominance of Christians in our population was taken into consideration. The texts portrayed present-day religion as no longer being a potent molding force in our society. This impression was conveyed by the tendency of the texts to discuss fully the role of religion in the past, but to give a sketchy, incomplete description of the part played by religion in contemporary culture. Christianity was depicted as being limited in its influence to moral and spiritual matters through church attendance, worship, and welfare work. Virtually nothing was said about Jewish life in America today. The historical facts about religious conflicts and persecutions were being presented in an inadequate fashion by the elementary social studies textbooks. (Author/RM)

ED 193 129 SO 012 853

Ruderman, Jerome L.

Israel: A Resource Guide for Teachers of Social Studies.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date—75

Note—32p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Education, Curriculum Development, Economics, Educational Resources, Elementary Secondary Education, *Foreign Countries, Geography, Government (Administrative Body), History, *Jews, Religious Cultural Groups, Social Environment, *Social Studies, Teaching Guides

Identifiers—*Israel

This pamphlet provides teachers with a brief overview of topics about Israel and suggests how they can be incorporated into the elementary and secondary social studies curriculum. There are five main sections. Section one describes geographical features of Israel including its principal cities, seaports, water resources, and the Negev. Section two reviews historical periods characterized by Zionism, formation of the state of Israel, and the Arab-Israeli conflict. Modern governmental structure is outlined in section three with descriptions of the presidential role, the legislature, executive and judicial branches, and political parties. Section four discusses two major aspects of Israel's economy: labor and the kibbutz. Section five explores elements of Israeli society including Arabs in Israel, Oriental and European Jews, non-Jews, religious life, and education. At the end of each section a note to the teacher suggests how the material can be related to specific social studies themes at certain grade levels or if it should be developed as a unit by itself. The pam-

phlet concludes with a bibliography of 76 books and seven films about Israel. (AV)

ED 193 130 SO 012 855

Adolescent Prejudice: Summary of the Proceedings and Recommendations of a National Invitational Conference.

B'nai B'rith, New York, N.Y. Anti-Defamation League; California Univ., Berkeley, Spans Agency—Harper and Row, Publishers, Inc., New York, N.Y.; Rockefeller Foundation, New York, N.Y.

Pub Date—15 Jan 76

Note—53p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescents, *Anti-Semitism,

*Change Strategies, Classroom Environment, Community Cooperation, Conference Proceedings, Curriculum Development, Educational Policy, Elementary Secondary Education, *Ethnic Bias, Negative Attitudes, Problem Solving, *Public Schools, Racial Discrimination, *Social Bias, Social Problems, Social Science Research, Teacher Education

Proceedings are summarized of a national conference which explored the nature and consequences of prejudice in adolescents and developed strategies for its reduction in the schools. Held in 1976, the conference was sponsored by the Anti-Defamation League of B'nai B'rith and the University of California's School of Education. Participants included school superintendents, deans of schools of education, and representatives of professional associations and federal education agencies. The main address was a report of research conducted by the Survey Research Center of the University of California. It attempted to measure the phenomenon of prejudice, analyze its sources, and suggest interventions which might be undertaken by educational institutions. Three major reaction papers were delivered which addressed the research findings in terms of a systems perspective, an administrator's viewpoint, and instructional implications. The conference acknowledged that significant prejudice exists among adolescents and that new strategies are needed at many levels. These include policy formulation, analysis of structural constraints, preservice and inservice teacher education, curriculum, classroom, and community involvement. (Author/AV)

ED 193 131 SO 012 857

Martinez, Jimmie Watters, Arlene

US: A Cultural Mosaic. Teacher Handbook for a Primary-Grade Multidiscipline, Multicultural Program.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date—77

Note—391p.

Available from—Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 (\$12.50)

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Childhood Attitudes, *Cultural Pluralism, *Cultural Traits, Educational Objectives, Elementary Education, Ethnic Groups, Family Role, Folk Culture, Interdisciplinary Approach, Learning Activities, *Multicultural Education, *North American Culture, Teacher Developed Materials, Teaching Guides, United States History

Activities and objectives for helping elementary school pupils develop a multiethnic and multicultural orientation toward American history and culture are presented in this teacher's guide. The major objective was to develop an interdisciplinary educational program which would influence young children in a positive way as they developed life-long attitudes. The document is presented in two major chapters, each of which represents one of the major goals of the project. Chapter I describes 85 activities which aim toward helping students recognize similarities and differences among families as major transmitters of cultural heritage. Chapter II outlines 154 activities directed toward helping children recognize that the nature and quality of American life is the result of contributions of his/her own and other cultural groups. More specific objectives are included in each chapter. For example, in chapter I, specific objectives are that children be able to describe values and traditions of families with different ethnic backgrounds. In chapter II, specific objectives are that children be able to define the concept of group, recognize celebrations that have special

significance to certain groups, and describe the importance of legends and folk tales. For each activity, information is presented on teacher background, materials, procedures, and specific learning objectives. Students are involved in a wide variety of activities including reading poetry, singing songs, working with various art media, analyzing filmstrips and slides, telling group stories, and comparing characteristics of their own families with families in other cultures. (DB)

ED 193 132 SO 012 858

Sanders, Nicholas M.

Obtaining Measures of Citizen Education Goals.

Research for Better Schools, Inc., Philadelphia, Pa. Pub Date—Sep 80

Note—55p.; For a related document, see ED 159 115.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement, Attitude Measures, Behavioral Objectives, *Citizenship Education, *Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Guides, Higher Education, Knowledge Level, *Measurement, Measurement Objectives, Skill Development, Social Studies

This paper is a guide for determining how to measure the goals of citizen education programs. It presents a procedure by which educators or evaluators can identify program goals and determine what types of measures can best assess achievement of the goals. It does not suggest specific tests or measurement instruments; those can be developed or selected on the basis of the procedure outlined in this paper. The opening sections discuss four categories of possible program goals: knowledge, skills, attitudes, and behaviors. Each type of goal must be measured in a different way, based on clarification of the goal's content and determination of the appropriate measurement format. For example, skill goals should be measured with performance tests whereas behavioral goals should be assessed by observational procedures. A lengthy appendix presents 16 sample outlines for reviewing measurement criteria for various goals in each of the four areas of knowledge, skills, attitudes, and behaviors. Each sample outline states a goal, clarifies its content, relates it to citizenship, and explains its implications for the type of measurement best suited to it. (AV)

ED 193 133 SO 012 859

Carroll, James L. And Others

Law Related Education: Assessing Adolescents' Knowledge and Attitudes.

Pub Date—Apr 80

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Analysis, High School Students, *Knowledge Level, *Legal Education, Research Methodology, Secondary Education, Sex Differences, Social Science Research, Social Studies, Statistical Analysis, *Student Attitudes, *Student Characteristics

A study is described which examined the relationships between law-related knowledge, attitudes, and demographic characteristics of high school students. Participants were 457 students in grades nine through 12 from four high schools near Phoenix, Arizona. Three questionnaires were administered: (1) a 65-item social attitude questionnaire on attitude variables including liberalism, authoritarianism, belief in a just world, and legal-social responsibility; (2) a 50-item criminal justice knowledge survey covering law, police, prisons, courts, and juvenile justice; and (3) self-reports of parental educational attainment and occupations and students' own expected level of educational attainment. Analysis of results showed that legal-social knowledge and attitudes are related, at least to a moderate degree. Low positive correlations were found between the knowledge measure and legal-social responsibility, educational expectations, socioeconomic status, and grade level. Significant sex differences appeared in attitudes of liberalism, legal-social responsibility, and authoritarianism. The authors suggest that a remaining research problem is the effect that attitudes of students entering law-related education programs have on knowledge acquisition. (AV)

ED 193 134 SO 012 860

Borsdorf, Hans Joachim

A Comparison of the Image of the U.S.A. As Portrayed in Selected English Language Textbooks by East and West German Publishers.

Pub Date—78

Note—222p.; Ph.D. Dissertation, University of Saratoga. Appendices A-D were removed by ERIC due to poor legibility of original document; These included a chart depicting the structure of the German school system, a listing of collected German documents, texts of East German songs, and a text of test paper.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Comparative Analysis, Comparative Education, Educational Research, Foreign Countries, Secondary Education, *Social Studies, Textbook Bias, *Textbook Content, *Textbook Evaluation

Identifiers—*East Germany, *West Germany

This dissertation analyzed how political foundations, economic matters, and social problems of the United States are portrayed in selected English-language textbooks of East and West German publishers. For West Germany the research was based on nine leading stage-adopted textbooks at the upper level. The East Germans allow only one series of English-language textbooks to be used. This series was examined in the study. Discrepancies rather than similarities emerged in the comparison of East and West German textbooks. With references to the West German presentations, the book contents showed a high degree of differentiation in the selections and a critical but unbiased treatment of single aspects. East German contributions, on the contrary, consistently utilized the principle of partiality and bias so as to denounce so-called United States imperialism and to manifest Marxist-Leninist superiority. The western materials portrayed a well-balanced picture of the United States; the standardized East German textbooks divided the American society into a greedy capitalist minority opposing the exploited working class. West German publishers presented graded features of the country, its political foundations, economic problems, and social issues by a myriad of various American self-expressions. East German bookwriters confined their sources to a very few leftists who condemned the established misanthropic bourgeois system. Western schoolbook authors endeavored to portray their image of the United States more objectively through controversial contributions while East German books delineated a decadent ruling class so as to reinforce the call for revolution and takeover by the proletarians. (Author/RM)

ED 193 135 SO 012 861

Amundsen, Kirsten

Social Policy Issues Affecting Women's Political Roles.

Pub Date—74

Note—32p.; Some pages are of marginal legibility and may not reproduce clearly in microfiche or paper copy.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Data Analysis, *Females, Feminism, Literature Reviews, *Participation, Political Affiliation, Political Attitudes, Political Issues, Political Socialization, *Politics, Sex Bias, Sex Role, Sex Stereotypes, Social Problems, *Social Science Research, Social Values, Trend Analysis

This paper reviews social science literature and trends indicated by poll data to examine the political participation of women and the extent of their political participation. It is presented in four major sections. Section I summarizes research and presents statistics concerning women's (1) participation in political activities such as voting, lobbying, attending conventions, and running for public office; (2) political skills; and (3) attainment of public office on national and local levels. Section II identifies an ideology of sexism which guides all social and political activity in the country. In terms of this concept, the author reviews women's nurturant role in society, their values as feminine citizens with greatest interest in moral issues, and the specialization of their functions as elected officials in Congress and state legislatures. Section III explores the consequences of sex-role stereotyping in politics for political democracy and social policy in the United States. Section IV reviews social policy issues which affect women's political behavior. The general issue

of women's liberation is emphasized in the discussion. (AV)

ED 193 136 SO 012 862

Mason, Betty. And Others.

The Treatment of Jewish History in World Civilization Textbooks: A Report to the Dallas Independent School District.

Dallas Independent School District, Tex.; National Council on Measurement in Education, Washington, D.C.; North Texas State Univ., Denton. Coll. of Education.

Pub Date—80

Note—98p.

Available from—Dallas Chapter of the American Jewish Committee, 1809 Tower Building, Dallas, TX 75201 (\$3.75)

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Needs, Ethnic Stereotypes, Ethnic Studies, Information Needs, *Jews, Learning Activities, Secondary Education, Social Studies, Textbook Bias, *Textbook Content, *Textbook Evaluation, *World History

The paper discusses a study undertaken to evaluate how Jews and Jewish history are treated in three textbooks used in public high schools in Dallas. It also presents findings from the study, and recommends activities and supplementary materials which give a more realistic and comprehensive picture of Jewish history. Major objectives were to identify shortcomings of textbooks with regard to Jewish history and to offer suggestions to teachers on overcoming these shortcomings. Textbooks evaluated were "People and Our World," (Holt, Rinehart & Winston, 1977), "The Human Expression: A History of Peoples and Their Cultures," (J.B. Lippincott Co., 1977), and "The Ecumene: Story of Humanity," (Harper & Row, 1973). The document is presented in three sections. Section I introduces the study and summarizes criteria by which the textbooks were evaluated. Criteria included, Does the book recognize the Jewish roots of Christianity? Are Jews treated as an obsolete remnant of a past civilization? and Is the emphasis on persecution at the expense of intellectual and economic achievement? Section II presents evaluative information. For each book, a summary evaluation is given, followed by general comments and a unit by unit review of omissions and inaccuracies. Page numbers and quotations are given. Of the three textbooks reviewed, "People and Our World" scored the best on treatment of Jewish history. Section III presents a chronology of Jewish history, identifies major concepts in world and American Jewish history, and suggests specific materials and activities for improving the curriculum. A bibliography concludes the document. (DB)

ED 193 137 SO 012 864

Todd-Mancillas, William R. Dennehy, Barbara A. Communication and Male/Female Relations: A Behavioral Science Approach to Course Design.

Pub Date—79

Note—40p. Paper presented at both the Annual Meeting of the Communication, Language, and Gender Conference (2nd, Madison, WI, May 20, 1979), and the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, May 5, 1979). Not available from EDRS in paper copy due to marginal legibility of original document. Appendices may not reproduce clearly from EDRS in microfiche.

Available from—Department of Human Communication, Rutgers University, New Brunswick, NJ 08903 (free plus \$0.60 postage)

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communications, *Communication Skills, Course Descriptions, *Course Organization, Educational Assessment, Educational Objectives, *Females, Higher Education, Interpersonal Relationship, *Males, Needs Assessment, Questionnaires, *Sex Role, Student Attitudes, Tables (Data), *Women's Studies

This paper discusses a needs assessment study undertaken to determine student attitudes toward women's studies. Specifically it proposes a male/female relations course and outlines a data-based approach for teaching a college level communication dynamics course based on the assessment. The needs assessment sample consisted of 481 students at Rutgers University. A 30-item questionnaire directed respondents to select up to nine high interest

topics from a list of 20. Findings indicated that students were most interested in male/female roles and stereotypes, practical exercises to improve communication with the opposite sex, sexuality as an influence on interpersonal communication, and nonverbal communication differences between men and women. They were least interested in an historical overview of male/female liberation movements and research strategies for studying sex roles and communication. Findings also indicated that 53% of respondents would probably register for the proposed course and that there were few differences according to gender and/or academic major. A course based on this needs assessment set the following objectives: to help students understand role theory, consider the advantages and disadvantages of roles affecting interpersonal relationships, become aware of gender role stereotyping in mass media, recognize verbal and nonverbal communication differences between men and women, and be able to use behavioral science approaches to studying gender role dynamics. Activities recommended to achieve these objectives included keeping a journal, preparing written answers to assigned reading, discussing issues in class, and writing research reports. The document concludes with a copy of the course survey, the assessment questionnaire, footnotes, and additional reference materials. (DB)

ED 193 138 SO 012 865

Berkowitz, Marvin W.

Moral Peers to the Rescue! A Critical Appraisal of the "Plus 1" Convention in Moral Education.

Pub Date—80

Note—12p.

Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Discussion (Teaching Technique), Educational Assessment, Educational Needs, Elementary Secondary Education, *Ethical Instruction, Evaluation Methods, Literature Reviews, *Moral Development, *Peer Influence, Peer Teaching, *Teacher Role, *Theories Identifiers—Fraenkel (Jack), Kohlberg (Lawrence), Wilkins (R A)

A basic assumption regarding moral development and a critical corollary to this assumption are analyzed. The assumption, advanced by Lawrence Kohlberg, is that moral education requires a group discussion leader who can pitch moral arguments one stage above (plus 1) the majority of the class. The corollary to this assumption, based on critical studies by Jack Fraenkel and R.A. Wilkins, argues that most teachers are not developmentally advanced enough to consistently produce such plus 1 arguments. The paper states that the corollary is invalid because it is based on data referring to specific instances of reasoning rather than on a spontaneous capacity to reason. Further, by comparing some of his own data with data collected by other researchers, Wilkins followed an irregular and questionable procedure. Although these critiques lead one to question the empirical basis for the critique of the feasibility of the plus 1 moral convention, it does not mean that Kohlberg's initial assumption regarding the plus 1 convention is correct. In fact, one can question this convention from at least two standpoints: 1) Is the one stage discrepancy really the most appropriate indicator of successful classroom moral education?, and 2) Is a teacher-student discrepancy necessary for successful moral education? The conclusion, which rests on findings often overlooked in the moral education literature, is that moral development is closely related to the degree of heterogeneity of student moral reasoning in the classroom and that leaderless discussion groups are just as valuable for moral development as are teacher-led discussions. (DB)

ED 193 139 SO 012 866

Conboy, William A., Ed.

Challenge of the Future: Visions and Versions. Kansas Univ., Lawrence. Div. of Continuing Education.

Pub Date—79

Note—162p.

Available from—Independent Study, The University of Kansas, 645 New Hampshire, Lawrence, KS 66044 (\$7.95)

Pub Type—Books (010)—Opinion Papers (120) Document Not Available from EDRS.

Descriptors—Case Studies, Computers, *Creative Thinking, Economic Development, *Futures (of Society), Higher Education, Overpopulation, Physical Environment, *Prediction, Problem

Solving, *Quality of Life, Secondary Education, Social Change, Social Indicators, Social Studies, Social Values, Sociocultural Patterns, Technological Advancement, Trend Analysis, Values, World Problems

This book presents background information and approximately 40 articles on various aspects of the future. It is intended for use as a textbook and/or reader in advanced high school or college level future studies courses. The objectives are to help students of the future examine major problems and issues and to encourage them to devise new models for living together in a single global system. The hypothesis is that social and technological changes have accelerated to the point where people will have to develop new problem solving strategies. The document is presented in five major sections: 1) The Dynamics of Change (comparison of past and future economics, society, and morality; perceptions and hazards of change), 2) The Quantity Quandaries (expansion versus conservation, scarcity versus plenty, the information explosion), 3) The Web of Complexity (global cooperation, adaptation of human systems to the environment), 4) The Magnitude of our Achievements (technological advancement, opportunity, power structures, terrorist control of power), and 5) The Expectations Explosion (changing values, global needs, social change). Each section is divided into chapters which contain an issues section (conceptual base and broad overview of the topic) and a case studies section (essays, newspaper clippings, journal articles, and excerpts from books). Examples of case studies are "What Has Posterity Ever Done for Me", Robert Heilbroner, "The Economics of the Coming Spaceship Earth," Kenneth E. Boulding, "Tokens of our 200th," Erma Bombeck, "Toward Global Interdependence," Kurt Waldheim, and "Skeptics Deluded by Myth of Abundant Resources," Anthony Lewis. (DB)

ED 193 140 SO 012 867

Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Distance Theory, A Comparison of Various Regional Groupings on 1966-69 Cooperation Data.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—101p. For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 868-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Patterns, Conflict Resolution, Correlation, Economic Development, Factor Analysis, Foreign Policy, *Interaction, International Organizations, *International Relations, Models, National Norms, Political Attitudes, Regional Characteristics, *Regional Cooperation, Statistical Analysis, Theories, World Affairs

This monograph is a computer printout which presents findings from an analysis of data on cooperation among 29 regional groupings. Regional groupings are interpreted as geographic areas such as Africa and Latin America and international organizations such as The North Atlantic Treaty Organization (NATO) and the Organization of American States (OAS). Analysis was based on distance theory which implies that international relations systems can be analyzed with regard to scores on specific variables, compared with scores of other systems with regard to the same variables, and plotted a given distance above or below other systems on the basis of those scores. Variables included economic, political, cultural, and commercial interaction. The objectives were to provide information on whether cooperation within international relations systems varies across regional groupings, and to determine what significance, if any, such variation might have. The method was to apply distance theory to various regional groupings and compare the results with a world model. Findings indicated that groups with high mean economic development have members who tend to export high cooperation to other nations that are close to them with respect to the power base variable. Conversely, group members with low mean development tend to export to other nations that are distant from their own power base. The implication is that international policies relating to cooperation may have to consider high levels of variation among nations according to factors including power base and level of economic development. (DB)

ED 193 141 SO 012 868
 Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Distance Theory, Results for Cooperation, 1966-69.
 Peace Research Inst. Dundas (Ontario).
 Pub Date—80

Note—99p.: For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavioral Science Research. *Behavior Patterns. Cooperation, Correlation. Economic Development. Factor Analysis. Foreign Policy. *Interaction. International Organizations. *International Relations. Models. National Norms. Political Attitudes. Regional Characteristics. *Regional Cooperation. Research Reports. Statistical Analysis. Summative Evaluation. Theories

This monograph is a computer printout which presents a final report from an analysis of data on cooperation among 29 regional groupings in over 16,000 dyadic relationships (interactions between two nations). Regional groupings included geographic areas such as Africa and Latin America and international organizations such as the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), and the Warsaw Pact. Analysis was based on application of distance theory to World Event Interaction Survey (WEIS) conflict data. Distance theory is an analytical approach to the study of international relations which implies that systems can be compared to each other with regard to scores on specific variables and that scores can be measured according to their distance above or below the scores for another system. The major objective of this report was to indicate how cooperation varies across regional groupings and to evaluate the significance that such variation might have. The method involved applying distance theory to various regional groupings and to evaluate the significance that such variation might have. The method involved applying distance theory to various regional groupings and dyadic relationships, generating a model for each nation in the system, and comparing each model to a world model. Variables included level of economic development, power base, mean economic development of nations within a regional group, number and type of cooperative interactions, and regional differences. Findings indicated that economic development is related to cooperation exportation (more developed nations tend to cooperate more often and in more ways), cooperative interactions among nations within a regional grouping tend to exceed chance expectations, the relevance of distance theory for each state varies, and a general world model can be developed from models of individual nations. (DB)

ED 193 142 SO 012 876
 Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Distance Theory, Results for Cooperation, 1966-69, An Inventory of Findings.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—127p.: For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Behavioral Science Research. *Behavior Patterns. Conflict Resolution. Correlation. Economic Development. Factor Analysis. Foreign Policy. *Interaction. *International Relations. Models. *National Norms. Political Attitudes. Statistical Analysis. Summative Evaluation. Theories. World Affairs

This monograph is a computer printout which presents a summary of a study in which distance theory was applied to World Event Interaction Survey (WEIS) conflict data to determine how conflict and cooperation flow in international relations systems. The specific focus of the study was on cooperative political, economic, cultural, and commercial interactions among 128 nations. Distance theory is an analytical approach to the study of international relations which implies that systems (nations, organizations, etc.) can be located in a multidimensional field and compared to other systems with regard to interaction and value variables. The comparison is measured in terms of distance above or below a given system with regard to scores on the same vari-

ables. In this study, distance theory was applied to a single index—the World Event Interaction Survey (WEIS) conflict data, which was created using the "New York Times" as a data source. Variables of particular interest were economic development, political stability, population density, duration of national independence, military power, power base, and health conditions. Models were created for all 128 states. Although there were marked differences among models with regard to economic, political, and cultural variables, findings indicated that some general statements could be made on the basis of additional statistical analysis. General conclusions included that (1) states that export conflict to states distant from them on the power base variable tend to be underdeveloped and small and to experience a high degree of domestic violence; (2) a high power base predicts high conflict exportation; and (3) lower economic development seems to reduce the tendency to export high conflict to other nations. (DB)

ED 193 143 SO 012 877
 Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Social Field Theory, Results for Conflict, 1966-69, An Inventory of Findings.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—44p.: For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Science Research. *Behavior Patterns. *Conflict. Conflict Resolution. Correlation. Economic Development. Factor Analysis. Foreign Policy. *Interaction. *International Relations. National Norms. Political Attitudes. Statistical Analysis. *Theories. World Affairs

Part of a large scale research project to test various theories with regard to their ability to analyze international relations, this computer printout presents data on the application of social field theory to patterns of conflict among nations. Social field theory implies that international relations is a field which consists of all the attributes and interactions of nations and their complex interrelationships, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. In this monograph, social field theory was applied to a single index over a three year period—the World Event Interaction Survey (WEIS) conflict data, which was created using the "New York Times" as a data source. Variables of particular interest included domestic violence, economic development, political stability, population density, duration of national independence, colonial experience, military power, power base, and health conditions. All of the independent variables treated are factors—that is, composite indexes generated out of a number of related variables using the technique of factor analysis. The method involved when applying social field theory to WEIS conflict data included assigning a negative or positive parameter weight on each predictive factor (such as economic development) which indicates the kind of behavioral exportation engaged in by that state relative to other states and comparing positive type nation exporters with negative type nation exporters. Comparison was performed through two modes of analysis—a discriminant function analysis on positive versus negative weight subjects for each independent variable and a correlation of factor scores. The computer printout of statistical analysis is included in the document. (DB)

ED 193 144 SO 012 878
 Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Social Field Theory, Results for Cooperation, 1966-69, An Inventory of Findings.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—44p.: For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Science Research. *Behavior Patterns. *Cooperation. Cooperative Programs. Correlation. Economic Development. Factor Analysis. Foreign Policy. *Interaction.

*International Relations. National Norms. Political Attitudes. Statistical Analysis. *Theories. World Affairs

Part of a large scale research project to test various theories with regard to their ability to analyze international relations, this computer printout presents data on the application of social field theory to patterns of cooperation among nations. Social field theory implies that international relations can be interpreted as all the attributes and interactions of nations and their complex interrelationships, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. The monograph is presented in four major sections. Section I provides a table of contents of all monographs included in the study. Section II explains the types of analysis presented in the monograph—discriminant function analysis of 'topdog' and 'underdog' behavior among nations in the international system (consideration of which variables best explain discrimination between scores of two nation groups on common variables) and correlation of independent variable scores among nations with the magnitude of positive ('topdog') versus the negative ('underdog') weight behavior. Potential policy implications of findings are also briefly discussed. Section III, the bulk of the document, presents an inventory of findings for cooperation among nations using social field theory. Findings included that nations that tend to export high cooperation to less economically developed nations are generally not very well developed economically themselves and tend to have few political elections, nations that have become recently independent and that exhibit a high degree of cooperation with other nations tend to exhibit characteristics of high economic development and a large population growth rate, and nations which have a high degree of cooperation with more economically developed nations tend to exhibit characteristics of relatively high economic development and many political elections. Section IV provides a bibliography of international relations and statistical analysis works. (DB)

ED 193 145 SO 012 882
 Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Relative Status-Field Theory, Results for Cooperation, TU Actors, 1966-1969, An Inventory of Findings.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—43p.: For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Science Research. *Behavior Patterns. *Cooperation. Cooperative Programs. Correlation. Economic Development. Factor Analysis. Foreign Policy. *Interaction. *International Relations. National Norms. Political Attitudes. Statistical Analysis. *Theories. World Affairs

This monograph is a computer printout which presents findings from an analysis of data on international cooperation over a three-year period. The document is part of a large scale research project to test various theories with regard to their ability to analyze international relations. In this monograph, data are analyzed according to relative status field theory. Field theory maintains that international relations consists of all the attributes and interactions of nations and their complex interrelationships, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. Scores on variables are then compared for each nation to determine relative status. The analysis presented in this monograph indicates the results that occur when positive type behavior nation exporters are compared to negative type behavior nation exporters. Social field theory was applied to a single index for the three year period in question—World Event Interaction Survey (WEIS) conflict data which was created using the "New York Times" as a data source. The method involved when applying social field theory to WEIS conflict data included assigning a negative or positive parameter weight on each predictive factor (such as economic development) which indicates the kind of behavioral exportation engaged in by that state relative to other states. Variables of particular interest included domestic violence, economic development, political stability, population

density, duration of national independence, colonial experience, military power, power base, and health conditions. All of the independent variables treated are factors—that is, composite indexes generated out of a number of related variables using the technique of factor analysis. Findings are based on a significance level of .05 or less. Policy implications of each finding are discussed. (DB)

ED 193 146

SO 012 883

Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Relative Status-Field Theory, Results for Conflict, UT Actors, 1966-1969, An Inventory of Findings.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—42p. For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Science Research, *Behavior Patterns, *Conflict, Conflict Resolution, Correlation, Economic Development, Factor Analysis, Foreign Policy, *Interaction, *International Relations, National Norms, Political Attitudes, Statistical Analysis, *Theories, World Affairs

This monograph is a computer printout which presents findings from an analysis of data on international conflict over a three-year period. Part of a large scale research project to test various theories with regard to their ability to analyze international relations, this monograph presents the computer printout of data on the application of discriminant function analysis of 'underdog' and 'topdog' behavior among nations (UT actors) in light of relative status field theory. Field theory maintains that international relations consists of all the attributes and interactions of nations and their complex interrelationships, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. Scores on variables are then compared for each nation to determine relative status. Field theory was applied to a single index for the three year period in question—the World Event Interaction Survey (WEIS) conflict data, which was created using the "New York Times" as a data source. The method involved assigning a negative or positive parameter weight on each predictive factor (such as economic development) which indicates the kind of behavior engaged in by that state relative to other states. Nations were then assigned a status-underdog/topdog (UT) in this analysis. Variables of particular interest included domestic violence, economic development, political stability, population density, duration of national independence, colonial experience, military power, power base, and health conditions. All of the independent variables treated are factors—that is, composite indexes generated out of a number of related variables using the technique of factor analysis. Findings are based on a significance level of .05 or less. Policy implications of each finding are discussed. (DB)

ED 193 147

SO 012 884

Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Relative Status-Field Theory, Results for Cooperation, UT Actors, 1966-1969, An Inventory of Findings.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—43p. For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Science Research, *Behavior Patterns, *Cooperation, Cooperative Programs, Correlation, Economic Development, Factor Analysis, Foreign Policy, *Interaction, *International Relations, National Norms, Political Attitudes, Statistical Analysis, *Theories, World Affairs

This monograph is a computer printout which presents findings from an analysis of data on international cooperation over a three-year period. Part of a large scale research project to test various theories with regard to their ability to analyze international relations, this monograph presents the computer printout of data on the application of discriminant

function analysis of 'underdog' and 'topdog' behavior among nations (UT actors) in light of relative status field theory. Field theory maintains that international relations consists of all the attributes and interactions of nations, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. Scores on variables including domestic violence, economic development, political stability, population density, duration of national independence, colonial experience, military power, power base, and health conditions are compared for each nation to determine relative status. Field theory was applied to a single index for the three year period in question—the World Event Interaction Survey (WEIS) conflict data, which was created using the "New York Times" as a data source. The method involved assigning a negative or positive parameter weight on each predictive factor (such as economic development) which indicates the kind of behavior engaged in by that nation relative to other states. Nations were then assigned a status-underdog/topdog (UT) in this analysis. All of the independent variables treated are factors—that is, composite indexes generated out of a number of related variables using the technique of factor analysis. Findings are based on a significance level of .05 or less. Policy implications of each finding and a table of contents of all monographs in the study are included. (DB)

ED 193 148

SO 012 885

Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Relative Status-Field Theory, Results for Conflict, UU Actors, 1966-1969, An Inventory of Findings.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—41p. For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavioral Science Research, *Behavior Patterns, *Conflict, Conflict Resolution, Correlation, Economic Development, Factor Analysis, Foreign Policy, *Interaction, *International Relations, National Norms, Political Attitudes, Statistical Analysis, *Theories, World Affairs

This monograph is a computer printout which presents findings from an analysis of data on international conflict over a three-year period. Part of a large scale research project to test various theories with regard to their ability to analyze international relations, this monograph presents the computer printout of data on the application of discriminant function analysis of 'underdog' behavior among nations (UU actors) in light of relative status field theory. Field theory maintains that international relations consists of all the attributes and interactions of nations, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. Scores on variables including domestic violence, economic development, political stability, population density, duration of national independence, colonial experience, military power, power base, and health conditions are compared for each nation to determine relative status. Field theory was applied to a single index for the three year period in question—the World Event Interaction Survey (WEIS) conflict data, which was created using the "New York Times" as a data source. The method involved assigning a negative or positive parameter weight on each predictive factor (such as economic development) which indicates the kind of behavior engaged in by that nation relative to other states. Nations were then assigned a status-underdog (UU) in this analysis. All of the independent variables treated are factors—that is, composite indexes generated out of a number of related variables using the technique of factor analysis. Findings are based on a significance level of .05 or less. Policy implications of each finding are discussed. (DB)

ED 193 149

SO 012 887

Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Patterns of Cooperation: Distance Theory.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—159p. For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Behavioral Science Research, *Behavior Patterns, Conflict Resolution, *Cooperation, Correlation, Economic Development, Factor Analysis, Foreign Policy, *Interaction, *International Relations, National Norms, Political Attitudes, Statistical Analysis, *Theories, World Affairs

Part of a large scale research project to test various theories with regard to their ability to analyze international relations, this monograph presents data on the application of distance theory to patterns of cooperation among nations. Distance theory implies that international relations systems (nations, organizations, individuals, etc.) can be located in a multidimensional field and compared to other systems with regard to interaction and value variables. Comparison is measured in terms of distance above or below a given system with regard to scores on the same variables. In this monograph, distance theory was applied to a single index—World Event Information Survey (WEIS) conflict data, which was created using the "New York Times" as a data source. Variables of particular interest included domestic violence, economic development, political stability, population density, duration of national independence, colonial experience, military power, power base, and health conditions. All of the independent variables treated are factors—that is, composite indexes generated out of a number of related variables using the technique of factor analysis. The method involved when applying distance theory to cooperation/conflict data included assigning a negative or positive parameter weight to each nation on each predictive factor (economic development, etc.) which indicated the kind of behavioral exportation engaged in by that state relative to other states; comparing positive and negative type nations in terms of similarity of model and attribute type; and correlating various factor scores. The computer printout of the statistical analysis (second stage factor analysis) which is included in the document, shows characteristics of negative and positive weight nations and indicates how conflict export patterns cluster. (Author/DB)

ED 193 150

SO 012 888

Vincent, Jack E.

Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Patterns of Conflict: Social Field Theory.

Peace Research Inst. Dundas (Ontario).

Pub Date—80

Note—114p. For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Behavioral Science Research, *Behavior Patterns, *Conflict, Conflict Resolution, Correlation, Economic Development, Factor Analysis, Foreign Policy, Interaction, *International Relations, *National Norms, Political Attitudes, Statistical Analysis, *Theories, World Affairs

This monograph is a computer printout which presents a study in which patterns of conflict among nations were analyzed according to social field theory. This theory maintains that international relations is a field which consists of all the attributes and interactions of nations, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. The monograph is part of a large scale research project undertaken to test various theories (attribute theory, distance theory, and relative status-field theory, in addition to social field theory) with regard to their ability to analyze international relations. All theories are tested on the World Event Interaction Survey (WEIS) conflict data for 1966 to 1969, which was created using the "New York Times" as a data source. In this monograph, second stage factor analysis is applied to the parameter weights for conflictual behavior among more than 100 nations (and over 16,000 dyadic rela-

tionships) using social field theory. All of the independent variables treated (economic development, population density, political stability, military power, health conditions, domestic violence, etc.) are factors—that is, composite indexes generated out of a number of related variables, using the technique of factor analysis. When social field theory is applied, each nation receives a negative or positive parameter weight on each predictive factor. The objective is to determine whether behavioral tendencies toward conflict tend to cluster. For example, if a nation tends to export conflict to other nations close below it in respect to non-competitive political systems, does it also tend to do so in respect to population density? In addition to computer printout, the document includes a bibliography and a table of contents of all monographs in the research study. (DB)

ED 193 151 SO 012 889

Vincent, Jack E.
Attributes and National Behavior, Part 2: Modern International Relations Monograph Series. Patterns of Cooperation: Social Field Theory.

Peace Research Inst. Dundas (Ontario).
Pub Date—80

Note—104p.; For part one of the Canadian collection, see ED 164 364; for other related documents, see SO 012 867-897.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Behavioral Science Research. *Behavior Patterns. *Cooperation. Cooperative Programs. Correlation. Economic Development. Factor Analysis. Foreign Policy. Interaction. *International Relations. *National Norms. Political Attitudes. Statistical Analysis. *Theories. World Affairs

This monograph contains computer printout of a study in which patterns of cooperation among nations were analyzed according to social field theory. This theory maintains that international relations is a field which consists of all the attributes and interactions of nations, can be analytically divided into attributes and behavior, and exhibits dyad formations (interactions between two nations) in matters of behavior. The monograph is part of a large scale research project undertaken to test various theories (attribution theory, distance theory, and relative status-field theory, in addition to social field theory) with regard to their ability to analyze international relations. All theories are tested on the World Event Interaction Survey (WEIS) conflict data for 1966 to 1969 which was created using the "New York Times" as a data source. In this monograph, second stage factor analysis is applied to the parameter weights for social field theory. All of the independent variables treated (economic development, population density, political stability, military power, health conditions, domestic violence, etc.) are factors—that is, composite indexes generated out of a number of related variables, using the technique of factor analysis. When social field theory is applied, each nation receives a negative or positive parameter weight on each predictive factor. The objective is to determine whether behavioral tendencies tend to cluster. For example, if a nation tends to export cooperation to other nations close below it in respect to economic development, does it also tend to do so in respect to power base? In addition to the computer printout, the document includes a bibliography and a table of contents of all monographs in the research study. (DB)

ED 193 152 SO 012 898

Program of Studies, Social Studies, K-8.
Montgomery County Public Schools, Rockville.
Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—29p.; For related documents, see SO 012 899-904.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Course Descriptions. *Curriculum Design. *Educational Objectives. Elementary Education. Problem Solving. Skill Development. *Social Studies. *Thematic Approach

Educational Objectives and brief course descriptions for the social studies program, grades K-8, Montgomery County Public School, Rockville, Maryland, are presented. The document is organized into two sections. Section one outlines the K-6 Social Studies Design approved by the Council on Instruction in April, 1977. The design should be

implemented in grades K-5 by the 1980-81 school year. It identifies themes, organizing concepts, organizing questions, instructional objectives, and suggested topics of study by grade level. Themes focus on self and others in the community, state, and nation. Schools meeting established requirements may use "Man: A Course of Study" or "People and Technology" in Grade 6. Section two describes existing social studies programs and outlines learning objectives by grade level. Themes in grades K-6 focus on family and school, immediate and world communities, American history and geography, and past cultures. In grade 7 students study world geography and the southern hemisphere and in grade 8, world geography and the northern hemisphere. A brief bibliography of instructional guides and materials is included. (KC)

ED 193 153 SO 012 899

Program of Studies, Social Studies, Grades 9-12.
Montgomery County Public Schools, Rockville.
Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—41p.; For related documents, see SO 012 898-904.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Advanced Placement Programs. Black Studies. Course Descriptions. *Curriculum Design. *Educational Objectives. Elective Courses. Graduation Requirements. Religion. Secondary Education. Social Sciences. *Social Studies. Urban Studies

Brief descriptions of course offerings in the social studies for grades 9-12, Montgomery County Public Schools, Rockville, Maryland, are presented. Courses are listed according to required or elective. Required courses are United States History I and II; National, State, and Local Government, and Contemporary Issues. In addition, over 45 courses are offered as electives. These courses include The Black Experience in America, Advanced Placement in United States and European History, Problems of the Twentieth Century, Economics, Psychology, Sociology, Modern Urban World, Cultural Anthropology, Law, Human Behavior, Comparative Religions, and an executive high school internship. The document points out that several of the courses have been added to the social studies program as response to a call for study of major social problems and issues and for more direct student participation in and observation of these problems. (Author/KC)

ED 193 154 SO 012 900

Program of Studies, Aesthetic Education: Art, K-8.
Montgomery County Public Schools, Rockville.
Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—15p.; For related documents, see SO 012 898-904.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education. Art Appreciation. *Art Education. Art History. Course Descriptions. *Curriculum Design. Educational Objectives. Elementary Education. Handicrafts. Photography

Educational Objectives and course descriptions for art education, grades K-8, Montgomery County Public Schools, Rockville, Maryland, are presented. The program consists of the integration of art production, art criticism, and art history. Objectives are intended to help students become sensitive to visual aspects of their environment, aware of art forms produced by various cultures, proficient in using art for personal expression, able to solve design problems, and informed about career opportunities in art. Grades K-2 stress learning about, talking about, and producing art works. In grades 3 and 4 students participate in group activities such as creating murals, dioramas, and puppet shows. In grades 5 and 6 students become more analytical and critical in their aesthetic judgments and refine their skills and techniques. The grade 7 course provides opportunities to explore natural forms and art reproduction through imitating styles of artists. Arts and crafts of other cultures are also considered. Separate courses which encompass both grade 7 and grade 8 include drawing and design, painting, sculpture, creative crafts, and printmaking/photography. A list of instructional guides is included. (Author/KC)

ED 193 155 SO 012 901

Program of Studies, Aesthetic Education: Art, Grades 9-12.

Montgomery County Public Schools, Rockville.
Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—34p.; For related documents, see SO 012 898-904.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education. Architecture. Art Appreciation. *Art Education. Art History. Course Descriptions. *Curriculum Design. *Educational Objectives. *Elective Courses. Handicrafts. Photography. Secondary Education

Brief course descriptions and educational objectives of the art program in grades 9-12, Montgomery County Public Schools, Rockville, Maryland, are provided. Courses are elective and may be grouped into two sequences. Students with broad interests may elect Fundamentals of Art and continue with a series of studio art classes. Students interested in specific art forms may take four levels of ceramics/sculpture, twentieth century art and architecture, drawing and design, two levels of painting, printmaking, photography, creative crafts, or advanced studio. A list of instructional guides is included. (KC)

ED 193 156 SO 012 902

Program of Studies, Aesthetic Education: Music, K-8.

Montgomery County Public Schools, Rockville.
Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—22p.; For related documents, see SO 012 898-904.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education. Choral Music. Course Descriptions. *Curriculum Design. *Educational Objectives. Elective Courses. Elementary Education. Experiential Learning. Musical Composition. Music Appreciation. *Music Education. Music Theory. Vocal Music

Educational objectives and brief course descriptions are presented for music instruction, grades K-8, Montgomery County Public Schools, Rockville, Maryland. The system recommends that students in grades K-6 receive 100 minutes of general music instruction weekly. Objectives for these grades include development of musical perception through a wide variety of activities. Instruction focuses on heightened musical responsiveness through singing, listening, moving, composing, conducting, playing instruments, and reading musical notation. General Music is required of all students in grade 7 and is elective in grade 8. Objectives include learning about melody, rhythm, harmony, form, and timbre through a hands-on experiential approach. Emphasis is on singing, playing instruments, listening critically to recorded and live music, and creating music. Guitar instruction, a choral program, and instrumental music programs are also provided. Criteria for level advancement for instrumental music courses are outlined. A list of instructional guides and an objectives grid are included. (Author/KC)

ED 193 157 SO 012 903

Program of Studies, Aesthetic Education: Music, Grades 9-12.

Montgomery County Public Schools, Rockville.
Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—44p.; For related documents, see SO 012 898-904.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education. Bands (Music). Choral Music. Course Descriptions. *Curriculum Design. *Educational Objectives. *Elective Courses. Musical Composition. Music Appreciation. *Music Education. Music Theory. Orchestras. Secondary Education

Educational objectives and brief course descriptions are presented for music education, grades 9-12, Montgomery County Public Schools, Rockville, Maryland. The program, divided into general, choral, and instrumental categories, stresses refining cognitive perception, developing creative potential,

and heightening aesthetic sensitivity. Instrumental courses include beginning and advanced band plus concert, symphonic, and jazz bands; beginning and advanced summer school for the performing arts. General music courses include Music I and II, music theory and composition, music history and literature, guitar, and electronic music. Choral courses include Chorus I, II, and III; chamber singers; and summer school for the performing arts in advanced vocal music. The document includes a list of instructional guides and an objectives grid. (KC)

ED 193 158 SO 012 904
Program of Studies, Aesthetic Education: Dance, Drama/Theatre, Interrelated Arts.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—27p. For related documents, see SO 012 898-903.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education, Course Descriptions, *Curriculum Design, *Dance, *Drama, *Educational Objectives, Elementary Secondary Education, Inservice Teacher Education, Physical Education, Summer Programs

Educational objectives and brief course descriptions are provided for dance, drama/theatre, and interrelated ARTS (Arts Resource Teams in Schools), Montgomery County Public School System, Rockville, Maryland. In grades K-12 dance and movement are part of the physical education department. Instruction emphasizes the potential of body movement for expressing ideas and feelings. In addition, a summer program for the gifted is provided. Drama in grades K-8 is taught by trained classroom teachers. In the early grades a child develops awareness of drama as an art form and in the upper elementary grades the student uses dramatic elements in a more controlled way. In grades 6-8 drama education emphasizes development of mimetic and vocal expression skills. Courses in grades 9-12 include introductory dramatics, theatre, advanced acting, stage design, play direction, and dramatic form. The goal of interrelated ARTS is to provide K-8 teachers with training and support in the arts. Staff members conduct inservice courses, provide demonstration lessons and workshops, work with teachers on special projects, and operate a county-wide arts resource center. (KC)

ED 193 159 SO 012 905
Taxel, Joel

Images of the American Revolution in Children's Fiction.

Pub Date—11 Apr 80

Note—70p. Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Books, *Childrens Literature, *Content Analysis, *Fiction, *Revolutionary War (United States)

This paper reports the findings of a study which analyzed both the content and form of thirty-two recommended children's novels written about the American Revolution. The novels studied were published between 1899 and 1976. The analysis of content reconstructed the historiographic conception of the Revolution which is embedded in the various novels. The second part of the analysis—that of the form or narrative structure—attempts to see the changes found in children's Revolutionary War fiction in light of the changing socio-historical milieu. The content analysis revealed that the overwhelming majority of the books legitimate a view of the Revolution which virtually ignores the complex debate which has raged among historians since the time of the Revolution itself. The books ignore the most recent research on the Revolution and present it as a "white, Anglo-Saxon, Protestant pageant." The central concern of all the novels is the manner in which the hero or heroine becomes involved with, and contributes to, the Revolution. Weak, dependent protagonists are transformed into stronger more independent adults as a result of their involvement in the war. With regard to the analysis of form, the evidence shows that novels published during two time periods (1959-1961, 1967-1976) are marked by a steady decline in the role which values play in

determining the reasons why characters act as they do in regards to the Revolution. This decline in the importance of values also coincides with the fracture of the family and family relationships. The evidence also shows that, while passage to adulthood is still the central concern of these latter day novels, there is now a preoccupation with each individual's perception of reality and a rejection of the notion that the initiates must accept the dictates of their elders. (Author/RM)

ED 193 160 SO 012 906
Keys, Donald F.

The General Assembly of the United Nations, 1979 (34th).

Cape May County Vocational Schools, N.J.; Institute for World Order, New York, N.Y.; Planetary Citizens, New York, N.Y.

Pub Date—79

Note—63p.

Available from—Planetary Citizens, 777 United Nations Plaza, New York, NY 10017 (\$4.00)

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Disarmament, Global Approach, Higher Education, International Relations, Peace, Resource Materials, Secondary Education, *World Affairs, *World Problems

Identifiers—*United Nations

This report is a succinct summary of action taken by the 34th General Assembly of the United Nations. It is intended for use by members of UN delegations, UN secretariat staff, policy makers, scholars, students, and members of the public interested in global problems and world issues. The report provides an accurate record of actions taken, including key phraseology of the resolutions and the nature of the vote or action taken, and also gives background and past history of the items discussed, sufficient for general understanding without reference to other sources. Some highlights of the Assembly follow. In his annual "state of the world" message, the Secretary General Kurt Waldheim stated that "the primary objective of the United Nations must remain the survival of the human race and its environment in the best possible conditions." The two most popular speakers of the Assembly were Pope John Paul III and Fidel Castro. On the disarmament issue the UN approved Salt II and the comprehensive test-ban treaty (CTB). The UN seated the representatives of the former Pol Pot regime of Cambodia, accused of the massacre of millions, in preference to one sponsored by invading Vietnamese. Appeals were addressed to Iran for the release of the U.S. hostages. The Assembly adopted a USSR-sponsored resolution condemning "Hegemonism" in violation of which the USSR itself was soon to stand condemned over Afghanistan. The session plans to continue negotiations on a New International Economic Order. Costa Rica's offer to establish a new University for Peace was accepted. International Youth Year was designated for 1958. The maneuvers of South Africa concerning Namibia were condemned and the Security Council was asked to prevent South Africa from gaining nuclear weapons. The UN welcomed the peace settlement in Rhodesia. (Author/RM)

ED 193 161 SO 012 908

Speak Out (K-8) [and] Election '80.

Illinois State Board of Education, Springfield.

Pub Date—Aug 80

Note—94p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Elections, Elementary Secondary Education, Teaching Guides, Voter Registration, *Voting

Identifiers—Illinois

These two teaching guides contain step-by-step procedures for an election education program in which all Illinois school children vote for and elect a State animal. The program, mandated by the Illinois State Legislature, is intended to provide students with the unique opportunity to learn about the entire election process through actual voting experience. The two guides—"Speak Out" for elementary teachers and "Election '80" for secondary teachers—include background information for the teachers, procedures for conducting the election, classroom activities for students, and materials simulating actual forms necessary for conducting an election. The guides recommend that the election activity be conducted on the day of the General Election, November 4. The candidates for State animal are limited to the following: raccoon, fox squirrel, white-tailed

deer, opossum, and two other animals nominated by the Illinois State Museum. Students learn about the candidates through readings and campaign speeches. Students learn about voter qualifications, absentee voting, and voting procedures. They register to vote, put out a notice of election, and serve as judges of elections and as pollwatchers. Other activities in which students are involved include classroom discussions, crossword puzzles, and interviews with adults to learn why they think voting is important. Although written specifically for use in Illinois, the guides can easily be used by teachers in other states. (Author/RM)

ED 193 162 SO 012 914
Roberts, Wesley K.

Preparing Instructional Objectives: Agony or Ecstasy?

Pub Date—Apr 80

Note—17p. Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Course Objectives, *Curriculum Development, Educational Objectives, Educational Research, Elementary Secondary Education, *Objectives, Problems, Semantics

This paper 1) discusses the problems encountered in preparing objectives for instructional programs; 2) describes an informal research project in which seven instructional designers working on the same project attempted to determine agreement on an objective; and 3) suggests how to prepare objectives so that difficulties can be minimized. One source of confusion, from the outset, is the variety of terms that are used interchangeably in referring to such learning outcomes as instructional objectives, learner objectives, training objectives, and performance objectives. Even authors of texts who prescribe the use of objectives disagree on the components of objectives. Perhaps the most vehemently debated issue that arises in the preparation of objectives rests in the language used within them. Untold costs and delays are predictable on most instructional design and development projects at the acceptance or review phase because of language differences between the developers and the reviewers. An informal research project in which seven instructional designers worked on the same project illustrates the divergence of agreement on acceptable objective statements even when instructional designers are working together. Suggestions for preparing objectives so that difficulties are minimized include specifying a format and language in preparing objectives before projects begin, using a checklist to evaluate the suitability of objective statements, preparing a sample test item at the same time the objective is being prepared, and requiring that persons preparing objectives be thoroughly trained to write objectives. (Author/RM)

ED 193 163 SO 012 916
Selected Bibliography of Arab Educational Materials, Vol. 3, No. 1, 1978.

Al-Ahram Center for Scientific Translations, Cairo (Egypt); Documentation Centre for Education, Cairo (Egypt).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-78-59466/1

Pub Date—80

Note—133p. For a related document, see ED 178 435; Not available in paper copy from EDRS due to poor reproducibility of original document.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Arabs, Biology, *Comparative Education, *Developing Nations, Educational Administration, Educational History, Educational Planning, Educational Practices, Elementary Secondary Education, Higher Education, Mathematics Instruction, Non Western Civilization, School Libraries, Technology, Vocational Education

This annotated bibliography cites 150 books, articles, and government publications about education in Arab countries. Items cited were published in 1978 and examine education for all age groups and ability levels. The material is presented under 68 headings including Arab writing, Arabic language,

biology, education, educational administration, educational planning, educational research, eradication of illiteracy, faculties and universities, history of education, illiteracy, Islamic education, mathematics, school libraries, social education, teachers, teachers and parents, and technology and education. (Author/RM)

ED 193 164 SO 012 924

Gordon, Mary S., Ed. *And Others*

People Power: What Communities are Doing to Counter Inflation.

Office of Consumer Affairs, Washington, D.C. Pub Date—80

Note—419p; Not available from EDRS in paper copy due to colored ink throughout original document. Photographs may not reproduce from EDRS in microfiche.

Available from—Consumer Information Center, Department 682H, Pueblo, CO 81009 (free)

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Cooperation, Community Organizations, *Community Programs, Community Resources, Consumer Education, *Consumer Protection, Energy, Food, Health, Housing, *Inflation (Economics), Models, Program Descriptions, Resource Materials

This publication describes what approximately 100 groups around the country are doing with regard to food, housing, energy, and health to beat inflation on the neighborhood level. The book is intended as a resource for citizens wishing to take the kind of consumer action that will save them and their neighbors money. Some of the programs featured are saving families hundreds of dollars annually. For instance, several groups are promoting community and backyard gardening. In 1979, backyard and community gardening projects nationwide produced \$13 billion worth of produce. Another example is a corporate-sponsored ridesharing program in California which saves commuters \$4 million in commuting costs and an estimated two million gallons of gasoline each year. Other groups have found less tangible ways to save while making life more enjoyable for those they serve. For example, some organizations are giving residents a new sense of pride by revitalizing their neighborhoods. In St. Louis, a dynamic innercity group has renovated \$15 million worth of housing, created jobs for 450 residents by luring a shoe factory into the area, and opened a low-cost medical clinic. Many groups are fighting inflation by finding alternatives to the traditional marketplace. They have developed programs to promote medical self-care, food co-ops, and self-help home repairs. In New York City, for example, a homelike childbearing center offers residents an alternative to traditional hospitals. Still other groups are using old-fashioned political methods to achieve their goals. For example, in Cape Cod, Massachusetts a citizens coalition successfully lobbied a local hospital to adhere to a Federal law and provide emergency care for poor people. In addition to the descriptions of group projects, the resource contains lists of organizations that are eager to help consumer groups nationwide by providing published materials, technical assistance, or in some cases, funding. Information on federal programs that will be of assistance is also provided. (Author/RM)

ED 193 165 SO 012 925

Selected Bibliography of Egyptian Educational Materials, Vol. 5, No. 2, 1979.

Al-Ahram Center for Scientific Translations, Cairo (Egypt)

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-79-59121/2

Pub Date—80

Note—113p; Not available from EDRS in paper copy due to poor reproducibility of original document. For a related document, see SO 012 787. Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Annotated Bibliographies, Art Education, Books, Children's Literature, *Comparative Education, *Developing Nations, Disabilities, Economics Education, Educational Administration, Educational Research, Elementary Secondary Education, Higher Educa-

tion, Mathematics, Nonwestern Civilization, Physical Education, School Libraries, Teacher Education

Identifiers—*Egypt

One hundred and forty two books, articles, and government publications dealing with education in Egypt are cited in this annotated bibliography. Items cited were published in 1979 and examine education for all age groups and ability levels. The material is presented under 84 headings including adult education, art education, children's books, economics curricula, educational administration, educational research, faculties and universities, handicapped pupils, leisure time, mathematics, physical education, school libraries, teacher education, and theatrical education. (Author/RM)

SP

ED 193 166 SP 014 820

Universalizing Education: New Techniques for Preparing Educational Personnel.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—79

Note—135p; Reprinted from "Universalizing Education: New Techniques for Preparing Educational Personnel" of the UNESCO Regional Office for Education in Asia and Oceania (1979). Research prepared by the Asian Programme of Educational Innovation for Development.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Educational Innovation, Elementary Secondary Education, *Foreign Countries, Microteaching, Out of School Youth, Programmed Instruction, *Sociocultural Patterns, *Teacher Education, *Teaching Methods, Team Teaching

Identifiers—*Asia

Reports are made of a meeting of ten Asian representatives to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) at the Regional Office for Education in Asia and Oceania, in Bangkok in the fall of 1978. It was the responsibility of this group to explore the following topics: (1) To study and analyze the experiences of the participants related to training methodologies and new educational techniques; (2) To explore possibilities of adoption of new techniques; (3) To explore possibilities for adoption of new techniques for the promotion of functional education for out-of-school youth and adults; (4) To develop guidelines for use of educational innovations taking into account various sociocultural contexts; and (5) To develop proposed elements for country draft plans. (JD)

ED 193 167 SP 015 391

Anderson, Gary J., Lauwerys, Joseph A.

Institutional Leadership for Educational Reform: The Atlantic Institute of Education, Experiments and Innovations in Education No. 3.

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—78

Note—49p.

Available from—UNIPUB, 345 Park Avenue South, New York, NY, 10010 (\$3.25).

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors—Change Agents, Counselor Training, *Educational Change, *Educational Innovation, *Educational Practices, *Educational Research, Foreign Countries, Institutional Role, Program Administration, *Program Development, Special Education, *Teacher Education

Identifiers—*Atlantic Institute Of Education, Canada

A history of Canada's Atlantic Institute of Education (AIE) is given, including a description of the social environment that created the need for such an institution. Educational reform programs for teacher education, special education, and counselor education sponsored by AIE are described. The central use of educational research in AIE programs is discussed along with guidelines for creating similar institutions for educational reform. (CJ)

ED 193 168

Brundage, Diane, Ed.

The Journalism Research Fellows Report: What Makes an Effective School? Studies of Schools That Work In: Arkansas, Florida, Maine, Maryland, Nebraska, Virginia, Urban Districts Nationwide.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Grant—NIE-G-79-0073

Note—109p.

Available from—Institute for Educational Leadership, GWU, 1001 Connecticut Ave. NW, Washington, DC, 20036 (\$5.00).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Educational Change, *Educational Philosophy, *Educational Practices, *Educational Quality, *Educational Trends, Elementary Secondary Education, *Program Effectiveness, Socioeconomic Influences, Teachers

The news series contained in this book describe educational practices that have worked well in six states. The schools studied include elementary and secondary programs in the rural North and Midwest, the urban East, and suburban and rural South. Each educational journalist selected a group of schools that were judged outstanding by scholastic or social standards and devoted several months to classroom observations, and interviews with school personnel, parents, and students. Their findings explore subjects ranging from community attitudes, to the effectiveness of teachers and principals. Together, these reports show that many schools do work well in diverse settings around the country. (Author/CJ)

ED 193 169 SP 016 090

The Training of Educational Personnel. Report of a Regional Seminar.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—79

Note—62p; Reprinted from "The Training of Educational Personnel. Report of a Regional Seminar" of the UNESCO Regional Office for Education in Asia and Oceania (1979).

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY, 10016 (Price to be checked with UNIPUB).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Agents, *Developing Nations, Economically Disadvantaged, *Educational Assessment, Educational Innovation, Educational Resources, Foreign Countries, Higher Education, Indigenous Personnel, Information Dissemination, *Program Development, *Program Implementation, Rural Areas, Schools of Education, *Teacher Education, *Teacher Education Programs

Identifiers—*Asia

Linkages between local schools and teacher education institutions are considered an essential factor in preventing isolation of these institutions from the realities of field situations. Participating directly in educational reform programs is an effective strategy that teacher education institutions can use in making their innovations relevant to the needs of the country. Since there is an increasing emphasis on teacher competence, techniques for evaluation of the minimum acceptable performance of teacher trainees are urgently needed. Educational materials are scarce and teacher trainees should be actively involved in the study, construction, and use of material aids. Developing countries may not be able to await detailed research findings before mass implementation of an innovation. Long term planning for mass implementation and active sharing of experiences are important. The nature of the role of the UNESCO field staff member has evolved from an executive to an advisory function in these countries. (JD)

ED 193 170 SP 016 367
New Techniques for Preparing Educational Personnel. Universalizing Education: Selected Innovative Experiences.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—148p.; Reprinted from "New Techniques for Preparing Educational Personnel. Universalizing Education: Selected Innovative Experiences" of the UNESCO Regional Office for Education in Asia and Oceania (1980).

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY, 10016 (Price to be checked with UNIPUB).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Innovation. *Equal Education. *Foreign Countries. Higher Education. Inservice Teacher Education. Microteaching. Nongraded Student Evaluation. Open Education. Out of School Youth. *Program Development. Programmed Instruction. *Teacher Education. *Teaching Methods. Team Teaching. Trend Analysis

Identifiers—India, Indonesia, Japan, Korea, Malaysia, Philippines, Singapore, Thailand

This publication is a compilation of twenty-four studies on Asian experiences with new educational techniques for preparing educational personnel in response to demands for the universalization of education. Ten of the studies were originally presented at a study group which met in Bangkok, Thailand, in the fall of 1978. These studies have been supplemented by case-study reports drawn from the national advanced-level workshops for teacher educators in member countries, inventories of educational innovations, and contributions by individual authors. These case-studies are grouped into three categories: (1) open learning and distance teaching; (2) programmed learning and microteaching; and (3) other new education techniques. The categories help to delineate some major trends as countries in the region explore ways and means to make their teacher education systems responsive to their particular ecology, socioeconomic status, and aspirations. This publication forms a part of a series by means of which the Asian Centre of Educational Innovation for Development is disseminating information about current educational innovations in countries in Asia and Oceania. (Editor/JD)

ED 193 171 SP 016 520
Bulletin II: The General Education Subtests—Reading, Writing, Mathematics. The Florida Teacher Certification Examination.

Florida State Dept. of Education, Tallahassee. Div. of Teacher Education, Certification, and Accreditation.

Pub Date—80

Note—120p.; For related documents, see SP 016 537. Small print may be marginally legible.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Cloze Procedure. Competence. Elementary Secondary Education. Higher Education. *Mathematics. Minimum Competency Testing. *Occupational Tests. *Reading. State Standards. *Teacher Certification. Teacher Education. Teacher Evaluation. *Vocational Aptitude. *Writing (Composition)

Identifiers—*Florida

This bulletin contains the specifications for the reading, writing, and mathematics subtests of the Florida Teacher Certification Examination. The reading test uses the multiple-choice Cloze procedure and consists of ten passages of approximately 100 words selected from textbooks, journals, documents for teachers produced by the State Department of Education, and teachers' manuals for tests in common usage in Florida. A general description of the test is provided along with item specifications, domain of materials to be sampled, and references. Scoring for the writing test will be based on rhetorical quality, structural and mechanical quality, and observance of conventions in writing. Following a general description of the writing test, information is provided on criteria for topic selection and item specification. Examples of writing scored at various levels are presented and references are included. The mathematics test consists of multiple-choice items testing skills in basic computation, interpretation of data, solving measurement problems, and applying mathematics skills to solve real world

problems. Item specifications for the mathematics test are provided. (JD)

ED 193 172 SP 016 537
Bulletin I: Overview. The Florida Teacher Certification Examination.

Florida State Dept. of Education, Tallahassee. Div. of Teacher Education, Certification, and Accreditation.

Pub Date—80

Note—132p.; For related documents, see SP 016 520 and SP 016 538. Small print may be marginally legible.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*Competence. Elementary Secondary Education. *Minimum Competency Testing. *Occupational Tests. Professional Education. Standardized Tests. *State Standards. *Teacher Certification. Teacher Education. Teacher Evaluation. Teaching Skills. Test Items. *Vocational Aptitude

Identifiers—*Florida

This bulletin provides information about the Florida Teacher Certification Examination. It describes the development of the examination and presents the specifications for each of the subtests. Competencies and subskills are tested in the areas of reading, writing, mathematics, and professional education. The tentative examination schedule is included as well as tentative dates and examination locations. The specifications of the examinations are outlined and the scoring process is explained. An appendix includes the following specifics: (1) references for reading subtest; (2) domain of materials for reading subtest; (3) references for writing test; (4) content base for professional education subtest; (5) references for professional education subtest; and (6) sample multiple choice items. (JD)

ED 193 173 SP 016 538
Bulletin III: Professional Education Subtest. The Florida Teacher Certification Examination.

Florida State Dept. of Education, Tallahassee. Div. of Teacher Education, Certification, and Accreditation.

Pub Date—80

Note—159p.; For related documents, see SP 016 537. Small print may be marginally legible.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Competence. Higher Education. Minimum Competency Testing. *Occupational Tests. *Professional Education. State Standards. *Teacher Certification. *Teacher Education. *Vocational Aptitude

Identifiers—*Florida

This bulletin contains the specifications for the Professional Education subtest of the Florida Teacher Certification Examination. The specifications presented are being used for the 1980-81 examinations. General information on the test includes an outline of the content base, a content base/competency matrix, and a blueprint of the test by content base and by competency. Item specifications are given for each competency tested. They provide a general descriptive rationale for the competency and also specific stimulus and response attributes generally accepted as good practice. A specification supplement is provided which outlines the content base of the examination. A bibliography of reading references for the test is provided. These references include: (1) writings on class management; (2) student development; (3) evaluating; (4) recording and reporting student progress; (5) instructional materials and objectives; and (6) learning and teaching. (JD)

ED 193 174 SP 016 677
Razik, Taher A. And Others
Comparative Analysis of Infrastructure in Curriculum Systems and Strategies: The Case of Developed Countries.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Cairo (Egypt). Regional Office for Education in the Arab Countries.

Pub Date—Jun 77

Contract—205332

Note—258p.; For related documents, see SP 016 678-680.

Pub Type—Reports—Descriptive (141)—Reports—Research (143)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—Administrator Attitudes. *Curriculum Evaluation. *Developed Nations. *Educational Assessment. *Educational Development. *Educational Innovation. Educational Planning. *Educational Status Comparison. Elementary Secondary Education. *Foreign Countries. Higher Education. Policy Formation. Social Change. Teacher Attitudes. Trend Analysis

Identifiers—Sweden. United Kingdom. United States

A detailed conceptual framework describing curriculum development pursuits as they are actually carried out in a cross-section of developed countries is presented. The nations surveyed were Sweden, the United Kingdom, and the United States. The ultimate goal of the study is to make available to developing nations, facing profound social changes, a source text and guide to possible educational applications and decisions that these nations may make in working out their own educational destinies. Case studies of the surveyed nations were written using data based on questionnaires and interviews with a broad spectrum of education professionals engaged in teaching and administration at all levels from kindergarten through college. Common concerns and shared patterns of curriculum development are described. (JD)

ED 193 175 SP 016 678
Razik, Taher A.

Innovation in Teacher Education: The Challenge to Prepare Teachers as Agents of Change.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Cairo (Egypt). Regional Office for Education in the Arab Countries.

Pub Date—80

Contract—1227-BE1-1

Note—125p.; For related documents, see SP 016 677-680.

Pub Type—Reports—Research (143)—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Arabs. *Change Agents. *Comparative Education. Curriculum. Developed Nations. Developing Nations. *Educational Change. Educational Status Comparison. Elementary Secondary Education. Foreign Countries. Higher Education. Problem Solving. Program Evaluation. *Relevance (Education). Teacher Education

Identifiers—Egypt. Iraq. Kuwait. Saudi Arabia. Sweden. Tunisia. United Kingdom. United States

The research on which this report is based has aimed at an assessment of the nature of reform of education content and associated processes in developed Western nations as well as in the Arab world. Chapter 1 is designed to clarify the concept of "education content" and to specify processes involved in "content reform," as these terms are used and understood in the educational literature of the modern world. Chapter 2 explores the relevance these concepts and processes have had in the development of education in several Western nations. Chapter 3 reviews the current status of education content change efforts in the Arab world, and Chapter 4 indicates some directions which future reform may take. (JD)

ED 193 176 SP 016 679
Razik, Taher A. Willis, Verna J.

Planning for the Reform of Education Content: A Review of World Experience with Special Emphasis on the Arab Region.

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Cairo (Egypt). Regional Office for Education in the Arab Countries.

Pub Date—Aug 79

Note—126p.; For related documents, see SP 016 677-680.

Pub Type—Reports—Research (143)—Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*Arabs. *Change Agents. Curriculum Development. Developing Nations. *Educational Assessment. *Educational Change. *Educational Development. Educational Planning. Elementary Secondary Education. Foreign Countries. Formative Evaluation. Futures (of Society). Social Change. Summative Evaluation. *Trend Analysis

Identifiers—Egypt. Iraq. Kuwait. Qatar. Saudi

180 Document Resumes

Arabia, Sweden, Tunisia, United Kingdom, United States

The intention of this report is to create a compact resource which may prove helpful to educators charged with the responsibility of reforming the educational systems and vitalizing the learning experiences for students in the Arab world. Educators in Sweden, the United Kingdom, and the United States were surveyed. Trends are noted for increased decentralization of the schools, development of comprehensive schools, more active participation of public and private constituencies in educational planning, and government support for educational reform in these Western nations. An overview is given of the reform of educational content in progress in the countries of Egypt, Iraq, Kuwait, Qatar, Saudi Arabia, and Tunisia. Critical elements in successful educational change are described and the role of the educational change agent in planning for future developments is discussed. (JD)

ED 193 177 SP 016 680

Razik, Taher A. Willis, Verna

Comparative Analysis of Curriculum Change and Development in the Arab Countries: The Process

State Univ. of New York, Buffalo. Faculty of Educational Studies.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Cairo (Egypt). Regional Office for Education in the Arab Countries.

Pub Date—78

Note—388p. For related documents, see SP 016 677-679.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Arabs. *Curriculum Development. *Curriculum Evaluation. *Developing Nations. *Educational Assessment. *Educational Development. *Educational Innovation. *Educational Status Comparison. *Elementary Secondary Education. *Foreign Countries. *Higher Education. *Information Dissemination. *Trend Analysis

Identifiers—Egypt, Iraq, Kuwait, Qatar, Saudi Arabia, Tunisia

This study presents a formative evaluation of the curriculum development process in republics, states and kingdoms of the Arab world. It contains an overview of curriculum changes that have occurred in Arabian educational systems over the past two decades, the effects of these changes, and the attitudes toward the future of educators who have been involved in the changes. Educators in Egypt, Iraq, Kuwait, Qatar, and Tunisia responded to questionnaires and interviews. This research is divided into three parts: (1) tabulation and interpretation of the questionnaire, using inspection rather than statistical methods of analysis; (2) presentation of case studies for each individual country; and (3) a summary chapter, synthesizing the data from all sources and stating tentative conclusions and recommendations. (JD)

ED 193 178 SP 016 687

Sandrin, James V.

Perceptions of Educational Practices (PEP) as Viewed by Three Educational Populations: (1) Cooperating Teachers; (2) Student Teachers; and (3) Administrators.

Pub Date—Feb 80

Note—31p. Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrators. *Attitudes. *Cooperating Teachers. *Curriculum Development. *Educational Practices. *Family Life Education. *Human Relations. *Individualized Instruction. *Inservice Teacher Education. *Interpersonal Competence. *Minimum Competencies. *Parent Teacher Cooperation. *Student Responsibility. *Student Teachers. *Year Round Schools

Perceptions of educational practices were compiled from three educational populations (cooperating teachers, student teachers, administrators). Six questions were asked: (1) What are the important goals of the school? (2) What practices should be implemented in the school curriculum? (3) What practices should be implemented in the school's total program? (4) What are the best features of the school? (5) What might be undertaken to improve the school? (6) What elements of the school's program might be eliminated? A rank ordering and statistical treatment are provided for the first four questions. Answers to the last two questions, which

are open-ended, are listed. (CJ)

ED 193 179 SP 016 688

Bartos, Robert Lotven, Brian

Need and Proficiency of Teacher Competencies as Perceived by Student Teachers vs Practicing Professional Teachers.

Pub Date—80

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques. *Elementary Secondary Education. *Individual Instruction. *Needs Assessment. *Program Evaluation. *Self Evaluation (Individuals). *Student Evaluation. *Student Motivation. *Student Teacher Relationship. *Student Teachers. *Teacher Administrator Relationship. *Teacher Education. *Teacher Effectiveness. *Teachers

This study compares the perceptions of student teachers and veteran teachers toward a selected set of competencies. It determines the degree of need judged by teachers for each competency and the level of proficiency they feel they have attained. Fifteen competencies were listed on the questionnaire submitted to participants in the study. Student teachers responded to the questionnaire before and after their teaching experience. Practicing professionals responded once. A consistency of feelings as to the need for competency in classroom management, student motivation, individualizing instruction, and evaluation techniques was found at all levels of experience. The implications of these findings for teacher education programs are discussed. (JD)

ED 193 180 SP 016 708

Seiferth, Bernice B.

A British View of Teacher Centers.

Pub Date—[70]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development. *Education Service Centers. *Foreign Countries. *Inservice Teacher Education. *Mathematics Instruction. *Professional Development. *Resource Centers. *Teacher Centers. *Teacher Certification. *Teacher Education Programs. *Teacher Promotion

Identifiers—*Great Britain

Teacher centers serving teachers in Great Britain differ from those in the United States. London's University Centre for Teachers (UCT) provides a range of part-time inservice activities that result in various diplomas. The Philippa Fawcett Math Centre concentrates on improving mathematics understanding and instruction. Two other centers, the Gordon Teachers' Centre and one developed by the Lothian Regional Council in Edinburgh, Scotland, are multipurpose and provide support services, resources, and professional help. (CJ)

ED 193 181 SP 016 733

Feldhusen, John F.

Experimental Research on Teaching and the Evaluation of Teaching in Higher Education.

Pub Date—Apr 80

Note—17p. Paper presented at the American Educational Research Association conference (Boston, MA, April 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment. *Componential Analysis. *Educational Research. *Experimental Programs. *Higher Education. *Instructional Materials. *Instructional Systems. *Student Evaluation of Teacher Performance. *Student Teacher Relationship. *Teacher Behavior. *Teacher Evaluation. *Teaching Methods

A review of the concept of complex instructional treatments demonstrates that componential analysis is needed to properly identify the effective elements of an instructional system. Research should focus on both the system and the effectiveness of its parts. Research on teaching also requires that the complex interaction of the teacher's behavior with student behavior, instructional materials, and classroom environment be controlled or assessed. (Author/CJ)

ED 193 182 SP 016 747

Scott, M. Gladys, Ed.

Issues and Challenges: A Kaleidoscope of Change. The Academy Papers, No. 13.

American Academy of Physical Education, Washington, D.C.; American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date—Nov 79

Note—144p. Papers presented at the Annual Meeting of the American Academy of Physical Education (50th, New Orleans, LA, March 13-15, 1979). Some small print marginally legible.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1201 16th Street, N.W., Washington, DC 20036 (Stock No. 240-26526, \$6.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators. *Athletics. *Curriculum. *Educational Change. *Educational Innovation. *Educational Philosophy. *Educational Research. *Exercise Physiology. *Graduate Study. *Physical Education. *Psychological Characteristics. *Sociology. *Teacher Education. *Trend Analysis

Issues and challenges which must be dealt with in the rapidly changing physical education disciplines and professions are discussed. Subjects include overviews of the development of educational philosophies, contemporary problems, and curriculum. Physiological, psychological, administrative, and sociological views are expressed concerning the challenge of change in physical education. (CJ)

ED 193 183 SP 016 752

Arnold, Justine Grogan, Jane, Ed.

Vitamin C and the Common Cold. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80

Note—16p. For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communicable Diseases. *Consumer Education. *Dietetics. *Eating Habits. *Food Standards. *Health Education. *Nutrition Instruction. *Physical Health. *Prevention. *Preventive Medicine. *Psychological Patterns. *Secondary Education. *Self Care Skills

Identifiers—*Vitamin C

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. This unit takes a critical look at the claims being made for vitamin C and it introduces students to the other water-soluble vitamins, the B-complex. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 184 SP 016 753

Arnold, Justine Grogan, Jane, Ed.

Vegetarianism. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80

Note—15p. For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dietetics. *Eating Habits. *Ecology. *Economic Factors. *Foods Instruction. *Health Education. *Nutrition Instruction. *Physical Health. *Secondary Education. *Self Care Skills

Identifiers—Proteins. Vegetarianism

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. This unit examines the vegetarian diet as a viable alternative, and at the same time, it introduces the topics of protein and vitamin B12. It contains a page of teaching suggestions, a pre-test for the students, and fac-

tual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 185 SP 016 754
Arnold, Justine Grogan, Jane, Ed.
Thoughts on Food and the Future. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—16p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Consumer Protection, Freedom of Speech, *Global Approach, *Government Role, Hunger, *Nutrition Instruction, Public Agencies, Secondary Education, Self Care Skills, Social Problems, Social Values

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. This unit provides a brief overview of the world food crisis, the proposed U.S. Dietary goals, and the conflict between freedom of speech and the proliferation of nutrition misinformation. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 186 SP 016 755
Arnold, Justine Grogan, Jane, Ed.
Nutrition: Yesterday, Today, and Tomorrow. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—19p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Dietetics, *Eating Habits, Family Environment, Habit Formation, Health Education, Infants, *Nutrition Instruction, Older Adults, *Physical Health, Pregnancy, Secondary Education, *Self Care Skills

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. This unit considers the fact that eating habits developed early in life have a lifetime effect on health. Special emphasis is placed on the effect of these early habits on pregnancy, adolescence, infancy and the older adult years. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 187 SP 016 756
Arnold, Justine Grogan, Jane, Ed.
Nutrition and the Athlete. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—20p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletes, *Dietetics, *Eating Habits, Exercise Physiology, Health Education, Motor Development, *Nutrition Instruction, *Physical Fitness, Psychomotor Skills, Secondary Education, Self Care Skills

Identifiers—*Caloric Values (Nutrition)
This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. This booklet examines some of the more common myths associated with sport nutrition and provides basic guidelines for sound dietary habits for both athletes and nonathletes. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test

and bibliography are included. (JD)

ED 193 188 SP 016 757
Arnold, Justine Grogan, Jane, Ed.
Weight Reduction Diets. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—18p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Body Weight, *Dietetics, *Eating Habits, Health Education, *Nutrition Instruction, Physical Fitness, *Physical Health, Secondary Education, Self Actualization, Self Care Skills
Identifiers—*Carbohydrates

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. The focus of this booklet is on weight reduction diets and, in particular, those diets emphasizing reduced intake of carbohydrates. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 189 SP 016 758
Arnold, Justine Grogan, Jane, Ed.
Food Faddism. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—17p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consumer Education, *Dietetics, *Eating Habits, *Food Standards, Human Body, *Nutrition Instruction, Physical Health, Secondary Education, Self Care Skills, Self Concept
Identifiers—Food Additives, *Food Faddism

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. The focus of this booklet is on the dangers and fallacies of popular food fads and fad diets. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 190 SP 016 759
Arnold, Justine Grogan, Jane, Ed.
The Emotional Aspects of Nutrition. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—14p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, Body Weight, *Dietetics, Eating Habits, Health Education, *Nutrition Instruction, *Obesity, Physical Health, Psychological Needs, *Psychological Patterns, Secondary Education, Self Care Skills, Self Concept, *Stress Variables
Identifiers—*Anorexia Nervosa

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. The focus of this booklet is on the psychological aspects of obesity. A discussion is also presented of the emotional and psychological causes of anorexia nervosa. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 191 SP 016 760

Arnold, Justine Grogan, Jane, Ed.

Back to Basics. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—19p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dietetics, *Eating Habits, Health Education, *Human Body, *Nutrition Instruction, Physical Fitness, *Physical Health, Secondary Education, Self Care Skills
Identifiers—*Vitamins

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. This unit discusses the basic concept in nutrition education that if one eats a varied, well-balanced diet it is likely that one's nutritional needs will be met. Information on the fat soluble vitamins is presented. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 192 SP 016 761
Arnold, Justine Grogan, Jane, Ed.

Advertising. New Horizons in Nutrition.

Luzerne Intermediate Unit 18, Kingston, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date—80
Note—15p.; For related documents, see SP 016 752-761.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Body Weight, *Cardiovascular System, *Consumer Education, Consumer Protection, *Dietetics, Health Education, Mass Media, Merchandising, *Nutrition Instruction, Secondary Education, Self Care Skills
Identifiers—*Caloric Values (Nutrition), Cholesterol

This instructional handbook is one of a series of ten packets designed to form a comprehensive course in nutrition for secondary students. This unit uses advertisements for products low in cholesterol as a link to a discussion of the nutrient, fat. It contains a page of teaching suggestions, a pre-test for the students, and factual nutrition information with examples of how this information can be used in daily living. A post-test and bibliography are included. (JD)

ED 193 193 SP 016 762
Wasicka, M. Mark
A Research-Based Teacher Selection Instrument.

Pub Date—77
Note—90p.; For related document, see SP 016 768.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Attitude Measures, Educational Research, *Evaluation Criteria, Human Relations, *Programmed Instructional Materials, Research Utilization, Role Perception, *Teacher Attitudes, Teacher Effectiveness, *Teacher Selection

This self-instructional manual offers knowledge and skills needed to make reliable and accurate perceptual evaluations about teacher candidates. The first chapter describes traditional approaches to the study of teacher effectiveness and the problems that necessitate the formulation of new approaches. Chapter Two describes the research and summarizes the perceptual view of effective teaching. The process and rationale for making perceptual inferences are discussed in Chapter Three. Chapter Four contains practice material to be used for skill improvement in making perceptual inferences. Chapter Five contains additional practice materials and the procedure for evaluating responses to human relations incidents. The final chapter discusses the methods for the selection of effective teachers. Instructions for asking teacher candidates to write human relations incidents and a bibliography on the perceptual approach to teacher effectiveness are appended. (Author/CJ)

ED 193 194 SP 016 764

Roles and Relationships in Teacher Education.
Annual Conference on Teacher Education (13th,
Logan, Utah, April 11, 1980).

Utah State Board of Education, Salt Lake City.
Pub Date—11 Apr 80

Note—57p.; Prepared in collaboration with the
Utah Association of Teacher Educators.

Pub Type—Collected Works - Proceedings (021) —
Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitudes, Citizen Role, *Educational
Cooperation, *Educational Philosophy, *Educational
Responsibility, Governing Boards, Higher Education,
Parent Teacher Cooperation, *Program Design, School
Districts, Schools of Education, State Departments of
Education, Teacher Associations, *Teacher Education,
Teacher Role

Identifiers—Utah

The roles, relationships, and collaborative arrangements
in teacher education as they affect the administrators,
district personnel, clients, learners, and university and
state offices of education in Utah are discussed. (CJ)

ED 193 195 SP 016 768

Wasiecko, M. Mark

**Improving Teacher Selection Using Perceptual
Inference in the Teacher Selection Process.**

Pub Date—77

Note—13p.; For related document, see SP 016 762.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Educational Research,
*Evaluation Criteria, *Programmed Instructional
Materials, Role Perception, Self Concept, *Teacher
Attitudes, Teacher Characteristics, Teacher Effectiveness,
Teacher Selection

Research indicates that perceptual characteristics
(attitudes about oneself, students, and the task of
teaching) are indicators of teacher effectiveness. A
major problem that has limited the application of
this research to teacher selection has been the difficulty
involved in assessing perceptual orientation. This study
was designed to develop and test self-instructional
materials which could help to assess the attitudes of
teacher candidates. Results indicate that training with
the self-instructional materials may provide more
objective or uniform criteria by which to make
evaluations that traditionally have been ignored or
left solely to intuition. (Author/CJ)

ED 193 196 SP 016 769

Blue, Terry W. And Others

**Refining Pennsylvania's Developing Model of
Teacher Education.**

Pub Date—80

Note—65p.; Paper presented at the Crossgates
Seminars on the Pennsylvania Design for Professional
Education and Certification (September 30-October 3,
1980).

Pub Type—Speeches/Meeting Papers (150) —
Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beginning Teachers, Change Strategies,
*Educational Change, *Educational Cooperation,
Higher Education, Inservice Teacher Education,
Preservice Teacher Education, *Professional
Development, *Relevance (Education), Research
Utilization, Teacher Certification, *Teacher Education
Programs, *Trend Analysis

Identifiers—Pennsylvania

By describing and defending six assumptions
about teacher education, the Pennsylvania Association
of Liberal Arts Colleges for the Advancement of
Teaching (PALACAT) defines the purposes, goals,
needs, and foundations of teacher education. The
role of research in teacher education and current
practices in teacher education are analyzed, and a
four stage sequence for teacher education that
meets the position statements of PALACAT is
proposed. The program includes: (1) a strong
undergraduate base of foundational studies blended
with field experiences; (2) a closely supervised one-
year period that initiates the beginning teacher into
the profession; (3) a period of continuing induction
that enables teachers to develop skills and attitudes
necessary for full professional status; and (4) an
ongoing program of inservice education and
professional development. (Author/CJ)

ED 193 197

Crossley, John

The Commercialization of Public Recreation.

Pub Date—80

Note—33p.; Paper presented at the American
Alliance for Health, Physical Education, Recreation
and Dance National Convention (Detroit, MI,
1980).

Pub Type—Speeches/Meeting Papers (150) —
Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Community
Involvement, *Cost Effectiveness, Delivery Systems,
Government Role, *Private Agencies, *Public
Agencies, *Recreational Programs, *Recreation
Finances

Commercialized approaches to public recreation
may solve the financial and budgetary problems that
many public recreation programs currently face. Case
studies document the success of some commercialized
approaches, including: (1) borrowing techniques from
business and commercial recreation programs; (2)
creating revenue producing facilities and programs; and
(3) creating a joint venture between public and
commercial agencies. The attitudes, service philosophies,
legislation, legal liability, political and social
environment, and the personnel involved with the
strategy should be considered before adopting it. (CJ)

ED 193 198

Twa, Jim And Others

**Testing Models Developed to Predict Performance
in Student Teaching.**

Pub Date—Apr 80

Note—15p.; Paper presented at the Annual Meeting
of the American Educational Research Association
(Boston, MA, April 7, 1980).

Pub Type—Speeches/Meeting Papers (150) —
Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Grade
Prediction, Predictive Measurement, *Program
Evaluation, Research Methodology, Student
Teachers, *Student Teaching, Success, *Teacher
Education

The purpose of this study was to validate on a
second sample of student teachers, prediction equations
developed to predict performance in student teaching.
The study was part of a longitudinal project. Equations
tested in this study were produced in a previous study
by subjecting to multiple regression techniques six
biographical and 40 psychological test scores for the
141 subjects who completed their student teaching
between the spring of 1974 and the summer of 1975.
The prediction equations which were developed for
various groups of students in that group were then
applied to the data for the 200 students in a second
sample to calculate their predicted grades in student
teaching. The predicted grades were then compared with
the actual grades received by the student teachers. (Author)

ED 193 199

Leming, James S.

**Efficacy and Experience: The Relationship Between
Locus of Control and Years of Teaching Experience.**

Note—9p.

Pub Type—Reports - Research (143) — Information
Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Locus of
Control, *Self Concept, Student Behavior, *Teacher
Attitudes, Teacher Behavior, *Teacher Effectiveness,
*Teacher Morale, *Teaching Experience

Previous research has shown that teachers' sense
of efficacy is an important presage variable associated
with student achievement. Stereotypes evolving from
this research include both positive and negative
correlations between teacher perception of effectiveness
and teaching experience. This research examines the
relationship between years of teaching experience and
a sense of efficacy as measured by teacher perception
of external control (luck, fate, chance, etc.) and
internal control (behavior that does have an effect). A
low positive correlation was found between perception
of effectiveness and years of experience. Alternative
explanations are given for the findings and the need
for further research is indicated. (Author/CJ)

SP 016 773

ED 193 200

Information Collection. Time Leader's Guide.

Basic Skills Instructional Improvement Program.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (DHEW),
Washington, D.C.

Pub Date—Sep 80

Note—278p.; For related documents, see SP 016
800-802.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Classroom Observation Techniques,
*Data Collection, Elementary Secondary Education,
Inservice Teacher Education, *Instructional
Improvement, Instructional Innovation, Instructional
Materials, Learning Activities, *Persistence,
*Student Improvement, *Time Factors (Learning)

The improvement of student engaged time leads
to improved instruction and greater academic
achievement. Major steps for improving instruction
by improving student engaged time are information
collection, comparison of information and identification
of strategies, selection and preparation of strategies,
and implementation and re-evaluation. This leader's
guide, designed to cover the topic of information
collection, can be used to: (1) teach procedures for
information collection on time; (2) train classroom
observers; and (3) collect information on allocated
time and engagement rate in classrooms. Instructional
materials to be used in this program are included. (CJ)

ED 193 201

Comparison and Identification. Time Leader's

Guide. Basic Skills Instructional Improvement

Program. Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (DHEW),
Washington, D.C.

Pub Date—Sep 80

Note—99p.; For related documents, see SP 016
799-802.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Change Strategies, Data Collection,
Decision Making, Elementary Secondary Education,
*Information Utilization, Inservice Teacher Education,
*Instructional Improvement, Instructional Innovation,
Instructional Materials, Learning Activities, *Persistence,
*Student Improvement, *Time Factors (Learning)

The improvement of student engaged time leads
to instructional improvement. Major steps for
improving instruction by increasing student engaged
time are information collection, comparison of information
and identification of strategies, selection and preparation
of strategies, and implementation and re-evaluation.
This leader's guide covers the topics of comparison and
identification by teaching program participants how to:
(1) compute student engaged time; (2) compare information
collected with research findings; (3) identify opportunities
for improvement; and (4) set tentative goals for student
engaged time, allocated time, and engagement rate.
Instructional materials to be used in this program are
included. (CJ)

ED 193 202

Selection and Preparation. Time Leader's Guide.

Basic Skills Instructional Improvement Program.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (DHEW),
Washington, D.C.

Pub Date—Sep 80

Note—107p.; For related documents, see SP 016
799-802.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Change Strategies, Course Evaluation,
Decision Making, Elementary Secondary Education,
Inservice Teacher Education, *Instructional
Improvement, Instructional Innovation, Instructional
Materials, Learning Activities, *Persistence, *Program
Implementation, *Student Improvement, *Time Factors (Learning)

The improvement of student engaged time leads
to improvement in instruction. Major steps for
improving instruction by improving student engaged
time are information collection, comparison of information
and identification of strategies, selection and preparation
of strategies, and implementation and re-evaluation.
This leader's guide covers the topic of selection and
preparation of strategies by

teaching participants how to: (1) select a strategy; (2) plan the strategy's implementation; and (3) assess the strategy's effectiveness. Instructional materials to be used in this program are included. (CJ)

ED 193 203 SP 016 802
Implementation and Recycling. Time Leader's Guide. Basic Skills Instructional Improvement Program.

Research for Better Schools, Inc., Philadelphia, Pa. Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—32p.; For related documents, see SP 016 799-801.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Classroom Observation Techniques, *Course Evaluation, Elementary Secondary Education, Inservice Teacher Education, *Instructional Improvement, Instructional Innovation, Instructional Materials, Learning Activities, *Persistence, *Program Implementation, *Student Improvement, *Time Factors (Learning)

The improvement of student engaged time leads to instructional improvement. Major steps for improving instruction by improving student engaged time are information collection, comparison of information and identification of strategies, selection and preparation of strategies, and implementation and re-evaluation. This leader's guide covers the topic of implementation and re-evaluation by teaching participants to: (1) assess strategies used in the classrooms; (2) re-examine student engaged time; and (3) introduce the next variable of instructional improvement. Instructional materials to be used in this program are included. (CJ)

ED 193 204 SP 016 806

Menges, Robert J.
Incentives and Motivation in the Teaching-Learning Process: The Role of Teacher Intentions.

Pub Date—80

Note—10p.; Paper presented at the International Congress of Psychology (22nd, Leipzig, Germany, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Decision Making, *Individual Power, *Intentional Learning, Interaction, *Learning Motivation, *Learning Processes, Psychological Patterns, Social Behavior, Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior

The theory of "reasoned action" is applied to the teaching-learning process. This theory asserts that people use the information available to them in a reasonable manner to arrive at their decisions and that a person's behavior follows logically and systematically from whatever information he has available. To illustrate application of the theory to instructional situations, data is used from teachers in two settings: (1) nurses teaching hospitalized patients; and (2) clinical instructors teaching nursing students. Results indicate that teacher reports of beliefs and attitudes are closely related to their stated behavioral intentions but only weakly related to independent observations of behavior. Because some intentions are more closely related to attitude and others to the subjective norm, the study of teacher intentions can be informative for teaching improvement programs. (Author/JD)

ED 193 205 SP 016 807

Wells, Christine L. Mushabac, Lillian H.
Hematological Changes Following a Marathon Race in Males and Females.

Pub Date—May 80

Note—15p.; Paper presented to the American College of Sports Medicine (Las Vegas, NV, May, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletes, *Blood Circulation, Cardiovascular System, Exercise, *Exercise Physiology, Human Body, *Running, *Sex Differences Identifiers—*Hemoglobin, *Marathon Running

This study investigated the question of hemocrit-hemodilution and subsequent vascular fluid shifts evidenced by marathon runners. Blood samples were taken from runners before and after the New York City Marathon of 1978 and the Fiesta Bowl Marathon of the same year. Partici-

pants were of both sexes. Tables accompanying this report present information on the characteristics of the subject groups, hematological changes elicited by marathon running, serum electrolytes and osmolality following a marathon, and percentage changes in volumes of blood, plasma, and red cells following a marathon race. (JD)

ED 193 206 SP 016 811

Cowden, Peter Phillips, Donald A.
The Limitations of Social Science: Toward a Professional Body of Knowledge.

Pub Date—80

Note—13p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Educational Cooperation, Educational Research, *Feedback, Professional Recognition, Program Development, *Program Improvement, Social Sciences, Teacher Centers, *Teacher Education, Teacher Effectiveness, Teacher Influence, Teacher Participation

The reliance of teacher education programs on social science research as a knowledge base is inadequate to meet the full demands of the teaching profession. While courses in the educational social sciences such as human development, learning theory, and child psychology are to some extent valuable, this training does little to prepare teachers for the day-to-day demands of teaching. The nature of educational practice points to the need for a different body of knowledge to inform teaching practice, one that would accompany, and, in some ways, supplant that provided by social science. This body of knowledge should be drawn from experiences and skills closely tied to the actual demands of teaching and largely influenced by practice in the classroom. This new body of professional knowledge can be developed by increasing opportunities for teachers to analyze practice and to share knowledge with their colleagues. Innovations in teacher education programs should include more practitioners teaching in the university setting, more collaborative research in the classroom, and opportunities for sabbaticals for teachers so they may develop and reflect upon their practice. (JD)

ED 193 207 SP 016 815

Johanningmeier, Erwin V., Ed. Merritt, James, Ed.
Science of Education and the Education Professoriate. Occasional Papers Series-Set No. 10.

Northern Illinois Univ., De Kalb, Coll. of Education; Society of Professors of Education, Washington, D.C.

Pub Date—78

Note—58p.

Pub Type—Opinion Papers (120) — Historical Materials (060) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Anthropology, *Educational Change, *Educational History, Educational Needs, *Educational Philosophy, Educational Principles, Futures (of Society), Higher Education, Program Development, *Teacher Education, Teacher Educators

Historical essays examine the characteristics of the education professoriate and its quest for a science of education. The first paper shows how the expansion of public schooling in the early nineteenth century prompted school personnel to look for a science of education in order to improve their practice and schools, and to gain recognition for the evolving education professional group. The next paper outlines the work of Michael Vincent O'Shea, who worked diligently to gain respect for teacher education on the university campus. Charles Judd, who helped to build an outstanding School of Education at the University of Chicago, is the subject of the third paper. The last essay summarizes the underlying concepts and goals in the other papers and indicates future tasks for the education professoriate. Most important among these is an increased reliance on qualitative information, based on observation and experience. This sort of information can provide insight which is "scientific" and just as valuable as quantitative research. (CJ)

Document Resumes

183

ED 193 208 SP 016 818
Butler, K. Nelson
Leisure Studies: Discipline or Profession.

Pub Date—79

Note—9p.; Paper presented at the National Research Symposium for the Society of Park and Recreation Educators (New Orleans, LA, 1979). Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Design, *Educational Needs, *Educational Objectives, Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, *Leisure Time

Certain basic characteristics of a discipline are a particular focus of attention, a unique body of knowledge, and a specific mode of inquiry. Although the field of leisure studies fails to measure up to the standards of a discipline, an interdisciplinary approach can be used to promote integration of knowledge, freedom of inquiry, and intellectual curiosity. The definition of an interdisciplinary approach proceeds in three steps: (1) the exploration and mapping of the minimal conceptual frameworks presupposed by the disciplines involved; (2) the application of different disciplines to particular problems that are considered beyond the proper territory of these disciplines; and (3) the comparison of the utility of the expanded disciplines with respect to problems that could present a common challenge. Problems inherent in interdisciplinary leisure studies are autonomy of established disciplines and administrative competition. To achieve the scope and depth required, the leisure studies field cannot develop without cross borrowing from other disciplines. (CJ)

ED 193 209 SP 016 822

McCalep, George O.
The Role of the Physical Educator in Youth Sports.

Note—7p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletics, Citizen Participation, Educational Research, Elementary Secondary Education, *Physical Education, Positive Reinforcement, *Program Improvement, Teacher Participation, *Teacher Role, *Teachers, *Youth Programs

Professional physical educators can facilitate, encourage, and promote a significant contribution to the social institution of youth sports through the roles of positive acceptance, active participation, and research. A positive attitude of acceptance relative to the impact and influence of youth sports on the profession as well as on society in general will help the physical educator and nonprofessional community volunteers to work together in youth sports programs. Active participation involves the professional physical educator in seeking tangible ways to intervene and contribute to the welfare of youth sports. Physical educators can serve as coaches, officials, community leaders, information disseminators, and as members of central governing councils. The physical educator can also make a contribution to the institution of youth sports as a researcher, since an understanding of sports becomes important in the development of an understanding of society in general. The physical educator has a professional obligation to do his part to enhance the welfare of the participant and society in general as it relates to youth sports. (CJ)

ED 193 210 SP 016 825

Hood, Paul D. Blackwell, Laird R.
The Role of Teachers and Other School Practitioners in Decision Making and Innovation. Educational Dissemination Studies Program.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—400-80-0103

Note—43p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *Curriculum Development, *Decision Making, *Educational Innovation, Elementary Secondary Education, Instructional Improvement, *Instructional Innovation, Principals, School District Spending, Teacher Effectiveness, Teacher Influence, *Teacher Participation, *Teacher Role

Three major studies of the role of teachers and other school district professionals in educational

decision making and in initiating innovations, spanning the 1968-1973 time period, are reviewed and compared. A probable increase in the role of teachers as initiators of innovations is evident. Data on teachers and others as innovation initiators are shown to vary by: (1) the job position of the informant; (2) the size of the district; (3) the wealth of the district; (4) the grade level of the school; and (5) the level of professionalism of the instructional staff. Teacher participation in educational decision making is most evident in curriculum and instruction, but it is usually confined to advisory or collaborative roles except for areas under the teacher's direct control, such as methods of instruction and scheduling. There is evidence that school district size and wealth, and teacher professionalism, as well as the school's organizational structure affect levels and kinds of teacher participation. It is suggested that it may be a minority of teachers who are repeatedly involved in the initiation of educational innovations, and that major innovations tend to be initiated by and decided on by administrators. (Author/JD)

ED 193 211 SP 016 826

Eckenrodt, James S. And Others

Alternative Projections of Resource Requirements for Teacher Corps Information Sharing and Dissemination.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Oct 80

Contract—300-78-0564

Note—264p.; Revised edition

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Communications. Cost Estimates. Delivery Systems. Higher Education. Information Dissemination. Outreach Programs. Policy Formation. Program Budgeting. Program Development. Program Evaluation. Program Validation

Identifiers—Teacher Corps

The Teacher Corps has been directed to put a greater focus on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects. This report deals with program policy alternatives for improving the dissemination of project-developed products, practices, and processes to educational agencies and institutions. Resource requirements for maintaining efficient operation of an information sharing system over a five-year period are examined. Projections are made on the resources that would be necessary to support program outreach activities at minimum, middle, and maximum levels. An attempt is made to identify effective means for Teacher Corps projects to extend the impact of their school improvement programs beyond their local sites. Techniques for establishing an effective dissemination system are described and the feasibility of applying these practices in Teacher Corps projects is discussed. Detailed cost projections for implementing Teacher Corps information dissemination projects of varying size and efficacy are provided. (JD)

ED 193 212 SP 016 828

Cheng, Maisy And Others

Streaming in Toronto and Other Ontario Schools: A Review of the Literature. No. 157.

Toronto Board of Education (Ontario), Research Dept.

Pub Date—Sep 80

Note—89p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Ability. Academic Achievement. Academic Aspiration. Career Planning. Disabilities. Elementary Secondary Education. Employment Potential. Ethnic Groups. Foreign Countries. Grouping (Instructional Purposes). Social Background. Socioeconomic Status. Student Needs. Student Placement. Technical Education

Identifiers—Ontario. Streaming (Education)

An overview is provided of streaming in the Toronto school system and a summary of studies presented from Toronto and other Ontario school systems which have examined the relationships between streaming and academic achievement, ethnic background, social origin and future placement of students. Streaming is defined as the placement of pupils in groupings according to a criterion such as ability, achievement, interest, need, or a combina-

tion of these factors. In this way, pupils can proceed toward appropriate educational goals at an appropriate rate. Detailed information is given on the relationship between streaming and the following variables: (1) literacy; (2) math and technical skills; (3) racial background; (4) language and country of origin; (5) social and economic status; (6) future school/job placement; (7) mental and physical disabilities; and (8) academic achievement. Data is provided on streaming at both elementary and secondary level public schools. (JD)

ED 193 213 SP 016 829

Butler, Matilda Bunker, Jane

Dynamics of School Health Education: A Pilot Study of California, Nevada, and Utah. Report No. 2. Independent Research and Development Project Reports.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date—Jun 80

Note—72p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavior Modification. Educational Assessment. Educational Objectives. Educational Resources. Elementary Secondary Education. Formative Evaluation. Health Education. Information Dissemination. Inservice Teacher Education. Instructional Materials. Program Costs. Program Development. Program Evaluation. School Health Services. Trend Analysis

Identifiers—California. Nevada. Utah

A study designed to assess health education in public schools in California, Nevada, and Utah is reported. Results are compared to those of the School Health Education Study (SHES) which was conducted twenty years ago. Information is provided on the needs, goals, programs, participants, and materials of school health education in large, small, and medium sized school districts. Data was gathered through interviews with key state personnel and questionnaires sent to school district personnel. While many concerns mentioned in both this study and the SHES overlap, changes have occurred in health education in the past 20 years. The introduction of education concerning abused substances at a much earlier age has recently been considered crucial. A trend is seen towards teaching health education as a separate subject beginning in the fourth grade. More required and elective health education courses are now offered in secondary schools. Findings suggest that while inservice opportunities for health educators are limited because of lack of funds, there is a more extensive use of existing health resources in the community. Greater cooperation between schools and the local community medical establishment is recommended. It is pointed out that improved local, state, and national level communication networks are needed. (JD)

ED 193 214 SP 016 831

Swarthout, Donald W.

Applying Four Social-Cognitive Perspectives to the Study of Classroom Life. Ecological Theory of Teaching.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ETT-80-4

Pub Date—80

Contract—400-80-0103

Grant—OB-NIE-G-78-0203

Note—72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attribution Theory. Classroom Environment. Classroom Research. Classroom Techniques. Cognitive Development. Cognitive Processes. Educational Sociology. Elementary Secondary Education. Outcomes of Education. Socialization. Student Behavior. Teacher Behavior

Different research traditions on social cognition are reviewed to determine how they can be used in the study of classroom life. A structural-developmental perspective is more applicable to the study of the social cognitive outcomes of schooling than to the explanation of student behavior in the classroom. The information processing approach should be applicable to research on teachers' thinking and

the knowledge structures that students construct from their social experiences at school. Attribution theory research provides a promising, new perspective for analyzing how classroom processes influence the motivation of students. Ethnomethodology, a sociological approach that examines social interactions to determine social structures, offers interesting hypotheses but must find ways to draw convincing inferences about the social cognitive processes. A good theory for directing research on this issue is both social and cognitive, and should consider the contextual, environmental factors that influence students' thinking. (CJ)

ED 193 215 SP 016 832

Smith, B. Othanel And Others

A Design for a School of Pedagogy.

Department of Education, Washington, D.C.

Report No.—E-80-42000

Pub Date—80

Note—124p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Techniques. Curriculum Design. Educational Assessment. Educational Change. Field Experience Programs. Higher Education. Institutional Evaluation. Instruction. Policy Formation. Preservice Teacher Education. Professional Development. Program Design. Program Improvement. Teacher Certification

A perspective is given and recommendations are made for restructuring education personnel development with major emphasis on preservice teacher education. Issues facing teacher education are put in a socio-historical context. It is stated that teacher training has been largely separated from the public school system, and that training has been overloaded with pedagogical theory before the prospective teacher's experience is broad enough to absorb it. The potential institutional arrangements required for a professional school of pedagogy are examined. A proposed program in pedagogical education is presented, with its focus on the ability to do the job for which training is given. This program is mainly field-based with the campus serving for basic field preparation. Types of knowledge are identified and their characteristics discussed by showing how each type functions in teaching behavior. What is known about how to teach skills and concepts to teachers is delineated. The final section presents ways to bring about the proposed changes. The role and responsibilities of college faculty and what sort of coalitions will be necessary to effect new policies and programs of pedagogical education are discussed. (JD)

ED 193 216 SP 016 843

Pace, Judy

Role Definitions of College Faculty and Prospective Physical Educators.

Pub Date—80

Note—16p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Detroit, MI, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Administration. Education Majors. Higher Education. High Schools. Instructional Development. Interpersonal Competence. Physical Education. Preservice Teacher Education. Role Perception. Socialization. Teacher Attitudes. Teacher Educators. Teacher Responsibility

Future teachers' attitudes about the role of teacher changes over time. At the teacher preparation level, two of the key positions defining the role are the faculty members and the prospective teachers. Studies relating to the socialization process in teacher preparation indicate that the views of prospective teachers changed throughout the professional program and grew to be similar to those of the professors. A study of teacher educators and future teachers in the secondary physical education field shows that both groups defined the subroles of the teacher as instructor, interpersonal interactant, planner, professional member of a school staff, and program manager. Differences in the way prospective teachers and faculty members view the role were that teacher educators showed more consensus than the students, the students also had a tendency to view all competencies as of great and equal importance, and the faculty rated the subrole of instructor as more important than interpersonal

interactant while students ranked interpersonal competence as slightly more important. Teacher educators and teacher education programs need to formally assist the student in developing the teacher role definition by describing the best role of the physical education teacher and teaching according to this model. (CJ)

ED 193 217 SP 016 852
The Teacher as a Professional in the Caribbean Today.

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
Pub Date—Apr 80

Note—85p.; Report of a World Confederation of Organizations of the Teaching Profession workshop (Kingston, Jamaica, April 7-13, 1980).
Pub Type—Collected Works - Proceedings (021) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Needs, Elementary Secondary Education, Foreign Countries, Futures (of Society), Higher Education, *Organizational Objectives, *Professional Development, School Community Relationship, *Socioeconomic Influences, *Teacher Associations, Teacher Education, *Teacher Role
Identifiers—*Caribbean

The changing patterns of Caribbean society have affected and will continue to influence the concept of professionalism as it is applied to teaching. Teachers' organizations should promote the professional development of their members, as implied through acceptance of standards of personal conduct, competence on the job, and commitment to student and national needs and goals. This workshop identified future goals for teacher professionalism in the 1980's pertaining to: (1) education for the teaching profession; (2) the public image and the status of the teacher; and (3) teacher organizations and the professional development of their members. Recommendations for professional actions to be taken toward each of these topics emerged from beliefs that the goals of teacher organizations should be based on professional considerations, having in mind overall educational needs, and that the scope of action to achieve these goals should depend on national circumstances. (CJ)

ED 193 218 SP 016 853
Design of a Plan for Evaluation of the National Institute of Education's Program to Increase the Participation of Minorities and Women in Educational Research and Development. Final Report.

Miranda (L.) and Associates, Washington, D.C. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—15 May 80
Contract—400-79-0011

Note—73p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Affirmative Action, Data Collection, *Educational Research, *Females, Higher Education, Institutional Characteristics, *Minority Groups, Organizational Objectives, Participant Characteristics, Policy Formation, *Program Evaluation, *Program Implementation, Research Projects

The extreme variability of the 50 projects under the NIE Program to Increase the Participation of Minorities and Women in Educational Research and Development necessitates an evaluation design that is flexible enough to accommodate significant differences in project characteristics, yet comprehensive enough to allow meaningful aggregation of cross-project data for evaluation at the program level. This report of a program evaluation method that meets these two objectives is divided into two parts. Part I includes descriptive overview data on major project dimensions that clearly illustrate the wide diversity of the characteristics among the 50 projects. Two key variables, project orientation and targeted participant population, emerged as a basis for logical sub-grouping of projects into a classification matrix. In Part II, possible methods and timing of data collection approaches are outlined in depth and potential data sources are reviewed. The section also outlines a conceptual framework that focuses on the context and process factors influencing project activities and potential outcomes. A final section details a series of recommendations directed to NIE policy makers, program-related personnel, and others interested in the problem of increasing the participation of women and minorities in educational research and development. (CJ)

tional research and development. (CJ)

ED 193 219 SP 016 854
Education for the Rights and Responsibilities of Trade Union Membership.

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
Pub Date—Nov 79

Note—96p.; Proceedings of the World Confederation of Organizations of the Teaching Profession Regional Conference of Asian Teacher Organizations (7th, Tokyo, Japan, November 12-16, 1979).
Pub Type—Collected Works - Proceedings (021) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Civil Liberties, Developing Nations, Elementary Secondary Education, Global Approach, *Labor Education, Labor Legislation, Postsecondary Education, Program Design, *Responsibility, Rural Development, *Teacher Associations, Teacher Education, *Union Members, *Unions

It is vitally important for workers in all regions of the world to form unions and to exercise the rights and discharge the responsibilities which membership involves. The right to organize or join a union is essential not only for the welfare of the individual worker, or for all of those belonging to the union, but also for the welfare of society at large. The World Confederation of Organizations of the Teaching Profession believes that education for rights and responsibilities of trade union membership should be a major component of trade union education programs and of all educational institutions. The young people who will enter the work force are potential trade union members and need to be aware of the rights and obligations involved. Recommendations for trade union education at all levels and institutions of education (including goals for teacher education programs) evolve from discussions on: (1) rights and obligations of trade union membership; (2) the role of teacher unions as trade unions; (3) democracy in trade unions; (4) the role of trade unions in developing nations; (5) the role of trade unions in rural development; and (6) the need for trade union education. (CJ)

ED 193 220 SP 016 855
Douglass, Robert W. Whose Turf is This?

Pub Date—79

Note—24p.; Paper presented at the Society of Professional Recreation Educators Symposium on Leisure Research: Curriculum Planning and Evaluation.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict Resolution, *Cooperative Planning, *Curriculum Design, *Educational Planning, *Educational Responsibility, Environmental Education, Forestry, Higher Education, *Interdisciplinary Approach, Landscaping, Physical Education, Recreation, Wildlife Management
Identifiers—*Leisure Studies

Many universities have several administrative and departmental units interested in teaching some portion of leisure science. Competition for responsibility, or turf, and duplication need to be kept at a minimum. At the Ohio State University, agreements as to respective roles were reached between the program in Parks and Recreation Administration and the programs in Health, Physical Education and Recreation, Forestry, Environmental Education, Fisheries and Wildlife Management, and Landscape Architecture. Steps in defining the areas of responsibility included a self-evaluation and long range plan, discussion with each of the other programs, compromise, and agreement as to responsibility. Each of the administrative units concerned with recreation separately defined its objectives, faculty strengths, and capabilities. Departmental faculty: (1) interpreted its role as assigned by the original mission of their school; (2) determined areas of competency; and (3) selected subject areas as being within its mission and competency. "Turf conflicts" between each of the departments were worked out with compromise. Communication, both internal and external, enabled all parties to keep working at the problem until a solution was reached. (CJ)

ED 193 221 SP 016 857

Marston, P. T. Borchardt, L. M.

Review of Literature and Research: Bias in Teacher Observation. R & D Report No. 5079.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 79

Note—28p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Attitudes, *Bias, *Classroom Observation Techniques, Elementary Secondary Education, *Experimenter Characteristics, Higher Education, *Interaction, *Research Methodology, Research Problems, Teacher Behavior, Teacher Characteristics, Teacher Evaluation

Previous research studies show that interacting elements affecting reported classroom observation of teacher behavior are: (1) teacher characteristics; (2) observer characteristics; (3) influence of status characteristics upon social interaction; (4) effect of sex and topic on judgment of competence; (5) beliefs concerning teaching and teaching research held by the observer; (6) effects of observer preconceptions and personal biases; (7) effects of environmental conditions, physical condition of the observer, judgment habits, and level of difficulty of the experiment; (8) effects of time constraint on observational situations; (9) observer expectations; (10) self concept of observer; (11) observer opinions and attitudes; and (12) characteristics of instruments used in coding observed teacher behavior. A list of thirty-three characteristics of observers who may act as raters for educational research is provided to explain rater behavior. The operation of bias in the coding process which may be due to elements other than the situation and the instrument used is described. (JD)

ED 193 222 SP 016 858

Lujan, Jaime

How Teacher Behavior Relates to Student Effort in Classrooms for Low and High Status Students.

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, *Classroom Environment, Elementary Secondary Education, Positive Reinforcement, Socioeconomic Status, Student Attitudes, *Student Motivation, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior

Differential treatment of students by teachers (degree of warmth and friendliness) is helping to account for the failure of low-achieving students. Warm, friendly teacher behavior does not affect student academic achievement directly. Achievement requires effort-engagement on the part of the student as a necessary but not a sufficient condition for successful performance. Teacher warmth influences primarily effort-engagement behaviors which in turn affect achievement. Nineteen teachers were observed in 109 high school class sessions in a suburban school, and 24 racially integrated elementary classes were observed with race as a status characteristic to compare behavior towards low-achieving and high-achieving students. Praise was recorded whenever a teacher made positive encouraging remarks about student effort or academic work either individually, in small groups, or to the entire class. Data reveal that low-achieving and low status students who are unable to do grade level work perceive that the teacher is warm and friendly. Students who are high in academic skill level perceive teachers as less warm. There is some evidence that teacher praise is not seen as a reward for work well done but as part of a diffuse reinforcing of the individual. Further study of teacher warmth is needed. (CJ)

ED 193 223 SP 016 863

Ward, Beatrice A. Tikunoff, William J.

An Interactive Model of Research and Development in Teaching. Proposed Report A76-1. Teacher Education Division Publication Series.

Far West Lab for Educational Research and Development, San Francisco, Calif.

Pub Date—[75]

Note—28p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Planning, Delivery Systems, *Educational Cooperation, *Educational Research, Elementary Secondary Education, Higher Education, Information Dissemination, *Interaction, *Program Design, Program Implementation, Research Utilization, *Teacher Participation

There is clearly a need to develop strategies that will increase the likelihood that research on teaching will produce results that can and will be applied in the classroom. Problems resulting from the traditional theoretical structure for implementation of educational research arise from the isolation of its components and participants (research, development, dissemination, and adoption), lack of cost effectiveness, lack of communication, and time lags. Criteria for a new approach to educational research and its applications include: (1) Educational research should be available for widespread classroom application in a reasonably short time; (2) Research results should move directly to the classroom with minimal reliance on intermediate (training) products; (3) The research and development process should be interactive, with daily communication between participants; (4) Research on teaching and the corollary training of teachers should be concerned with the multiple dimensions of teaching; and (5) Research on teaching should emphasize the most effective forms of teaching. An Interactive Research and Development Model, proposed by the Far West Lab, brings together the teacher, researcher, developer, and the teacher trainer as an educational research and development consortium. This approach both researches the teaching-learning process and provides a process for the development of its constituents. (CJ)

ED 193 224 SP 016 865

Harper, J. Earle

Teacher Centers in North Carolina.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—May 80

Note—23p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Educational Resources, *Education Service Centers, Elementary Secondary Education, Inservice Teacher Education, *Organizational Objectives, *Professional Development, *Teacher Centers, Teacher Participation

Identifiers—*North Carolina

Thirteen teacher centers in North Carolina are listed and described in terms of: (1) location; (2) operating hours; (3) program design, objectives, and services; (4) resources; (5) staff; (6) setting; (7) target audience; (8) fees; (9) program origin; (10) affiliation; (11) administrative policies; and (12) publications and information services. (CJ)

ED 193 225 SP 016 877

Project SuperHeart. A Heart Disease Intervention Program. Annual Report 1978-1979.

New York State Univ., Coll. at Cortland.

Pub Date—78

Note—23p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cardiovascular System, *Curriculum Development, Elementary Education, Family Involvement, *Health Education, Heart Disorders, Hypertension, Nutrition, Physical Education, *Physical Fitness, Preventive Medicine, *Program Development

This document reports on the second year of a project developed to improve the cardiovascular health of elementary school children. The project objectives in the second year were to refine and expand the curriculum which included components on cardiovascular health, nutrition, and physical fitness. Increased family awareness and involvement were also sought. One responsibility assumed by the project was collection of baseline data to establish norms for children ages 6-12 years. Participants were randomly selected for the test and control groups, but children who had participated in the first year of the project were placed in a maintenance group to monitor their progress on a longitudinal basis. Program activities included vigorous physical exercise, classes on nutrition and a health lifestyle, and periodic monitoring of heart rate and lung capacity. Informational packets and a newsletter

were sent to parents. Data on the project are presented in both narrative and tabular form and requirements are set forth for implementing a similar program in the public schools. Results indicated a significant improvement in the children's physical fitness, nutritional status, and health knowledge. (JD)

ED 193 226 SP 016 878

Luke, Robert A. And Others

Teacher-Centered In-Service Education: Planning and Products.

National Education Association, Washington, D.C. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0091

Note—76p.

Available from—NEA Publishing, 1201 16th St., N.W., Washington, DC 20036 (\$5.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cooperative Planning, Educational Resources, Higher Education, Independent Study, *Inservice Teacher Education, Needs Assessment, Policy Formation, Problem Solving, Program Costs, *Program Development, Program Evaluation, Program Implementation, Research Utilization, *Teacher Centers, *Teacher Participation

The emphasis of this book is on means to meet teacher inservice needs more adequately in a teacher center setting. Process steps for planning and developing inservice programs based in teacher centers are outlined. The role of the central planning committee is crucial to the establishment of a successful teacher center. The responsibilities of this committee include setting policy, securing operating funds, selecting client groups, monitoring programs, and providing direction for the program in general. In identifying needs for a center, the teachers themselves are an integral element in and should be well represented on the central committee. Cooperative planning for a teacher center involves not only the assessment of needs, but the identification of problems, and use of educational resources and research results in solving the problems. These activities should be collectively addressed by all center personnel working together in teams or on committees. Planning sequences are provided in this publication with sample worksheets that may be used to establish priorities, plan actual workshops, select materials, and evaluate and review procedures. (JD)

ED 193 227 SP 016 879

Houston, W. Robert, Ed. And Others

Staff Development and Educational Change.

Association of Teacher Educators, Washington, D.C.; Nebraska Univ., Omaha. Center for Urban Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—80

Contract—300-77-0156

Note—156p.

Available from—Association of Teacher Educators, Suite ATE, 1900 Association Drive, Reston, VA 22091 (\$5.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Development, *Change Agents, College Faculty, *Educational Change, Educational Innovation, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Interaction, Needs Assessment, *Organizational Change, *Program Development, Self Actualization, *Staff Development, Teacher Participation

The contents of this volume are directed to designers and managers of staff development programs. It is designed to provide a systemic consideration of all factors involved, including the long-range goals of staff development, the behaviors of the people involved, the interface of existing organizational structures, and the mechanisms for program planning and development. The potential for systemic educational programs is described, models of programs are presented, and implications for teacher education are discussed. The dimensions of educational systems and change are outlined in the first two chapters. Chapters 3 and 4 focus on changing people. The attitudes, aptitudes, perspectives, and values of the professional staff to be

trained, the trainers of the staff, and the community as a composite of individuals, are considered as interacting elements in the change process. The fifth and sixth chapters examine inservice education from the communication/organizational perspective. The structures for staff development programs are described in rural and urban settings. The last section considers programs and their development. Emphasis is placed on the importance of needs assessment in developing an inservice program. An approach to planning that has proved effective in a number of workshops is provided. (JD)

ED 193 228 SP 016 883

Dumaresq, Richard

Teacher Education Institutions: Cooperative Arrangements Survey, 1980.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—80

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Cooperative Programs, Curriculum Development, Educational Resources, Higher Education, Information Dissemination, Inservice Teacher Education, *Institutional Cooperation, Needs Assessment, *Program Evaluation, *School Districts, *Schools of Education, Trend Analysis

The primary purpose of the reported survey was to identify the extent of cooperative arrangements between local school districts and institutions of higher education (IHE's) with approved teacher education programs. The survey also sought information on current service activities that IHE's are engaged in with school districts and the potential need areas in their future relationship with school districts. The survey population consisted of teacher education contact persons working at the IHE's. These individuals act as liaison between the IHE and the Pennsylvania State Department of Education. Results indicate that although there is widespread activity on many program levels, there does not seem to be a significant difference in the organizational activity level. Both individual professors and the institutions, as a whole, are equally engaged in cooperative activities with local school districts. There appears to be a slight movement towards a greater sharing of resources through information dissemination, exchange of materials, formalized referral systems, and personnel exchange. This movement reflects a need felt by both the school system and the IHE's. Other needs identified were: (1) more information available on educational innovations; (2) consortial arrangements for developing and providing cooperative programs; (3) information about resources and technical assistance; and (4) maintaining a data base for and about education. Results of the survey questionnaire are appended to this report. (JD)

ED 193 229 SP 016 886

Broaden, Shirley Mae

The Allocation of Instructional Time to Students in Elementary Schools that Seek to Individualize Instruction.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCIS-TR-554

Pub Date—Aug 80

Grant—OB-NIE-G-80-0117

Note—169p.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Ability Grouping, *Academic Achievement, Elementary Education, Evaluation Criteria, *Individualized Instruction, Self Concept, Small Group Instruction, Social Behavior, Student Attitudes, *Student Characteristics, *Teacher Attitudes, Teaching Methods, Time Factors (Learning)

This study examined ability grouping of students in relationship to the amount of time they received from teachers, the effects of grouping on students' self concept, and grouping students according to their social behavior as perceived by the teacher. Information was obtained on the criteria teachers used for placing students in various groups, with an estimate of the percentage of instructional time allocated to the groups, teachers' perception of students' personal behavior, students' self concept, use of instructional time, and students' academic progress. A difference was found in students' ability

group level and the amount of instructional time received from the teacher. Low-ability students received more instructional time. Social behavior characteristics influenced the placement of students in groups. No difference was found between students' group placement and their self concept scores. Instructional time allotted to a student had no effect on social behavior or self concept. Students in the higher ability groups spent more time working independently than those in lower groups. No relationship was found between the amount of time students were on-task and affiliation with the teacher. Implications for practitioners and future researchers are suggested. (JD)

ED 193 230 SP 016 888

Rhoades, Lynn Rhoades, George
Teaching With Newspapers: The Living Curriculum.

Phi Delta Kappa, Bloomington, Ind.

Pub Date—Nov 80

Note—37p.

Available from—Phi Delta Kappa, 8th and Union, P.O. Box 789, Bloomington, IN, 47402 (\$5.75).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, *Class Activities, *Curriculum Development, *Educational Resources, Elementary Secondary Education, Health Education, Home Economics, Language Arts, Mathematics Instruction, Music Appreciation, *Newspapers, *Program Development, Science Instruction, Social Studies, Textbooks. Daily newspapers may be used to broaden and enrich the curriculum in both elementary and secondary schools in a variety of ways. The newspaper can be useful in strengthening skills in the language arts and in the social studies and contains information relevant to students of all ages and levels of ability. The variety of topics a newspaper covers makes it possible to individualize learning assignments. Activities for elementary students include developing language arts, social studies, art activities, music, health, science, and mathematics. Secondary level students can benefit from practical application of information obtained from the newspaper as well as from learning possibilities offered by the coverage of current topics in the world, historical perspectives, and world problems. (JD)

ED 193 231 SP 016 889

Lance, Jeanne Piper, Barbara

Teachers' Centers Exchange Directory, 1980.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—OB-NIE-G-78-0203

Note—346p.

Pub Type—Reference Materials - Directories - Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Communications, Educational Resources, Elementary Secondary Education, *Enrichment Activities, Higher Education, *Information Networks, *Inservice Teacher Education, Needs Assessment, Program Budgeting, Program Costs, *Program Development, Program Evaluation, School Community Relationship, *Teacher Centers

This directory lists those American teacher centers that are in touch with the Teachers' Centers Exchange. All 116 entries in the directory are written in a common format. This is intended to help readers make comparisons and select individual ideas rather than to adopt whole models. Each listing is headed by the name, address, and phone number of the center, the name of its current director, and the hours it is normally in operation. A description of the program offered by the center is provided, presenting a profile of the center's activities, response to particular needs in the school and community, and in some cases a brief history of the founding of the center. Methods of needs assessment and evaluation used by the center are described, as well as the resources used and/or generated by the center. A description is given of the setting in which the center operates. Other information includes the characteristics of the participants, the center's decision-making process and governance, and the center's financial base and operation. (JD)

ED 193 232 SP 016 892

Romberg, Thomas A. And Others

Research on Teaching from a Curricular Perspective.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCIS-TP-81

Pub Date—Dec 79

Grant—OB-NIE-G-80-0117

Note—146p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Behavior Patterns, Class Organization, Classroom Environment, Classroom Techniques, *Course Content, *Curriculum Design, *Curriculum Development, Lesson Plans, *Mathematics Instruction, Social Background, Student Motivation, *Teacher Behavior, Teaching Methods

The intent of this theoretical paper is to recast our ideas about teaching mathematics as a result of an extensive research review on teaching behaviors. The product of this review is an explanatory curricular model which takes into account the content being taught. The purpose of studying teaching from a curricular perspective and the constructs and experience which the literature review was based on is outlined in the initial chapter. The next six chapters examine the contemporary literature with respect to some basic categories assumed to relate to teaching mathematics. These categories include content, motivation, planning, classroom events, pupil outcomes and pursuits, and teacher and pupil background. Finally, in the concluding chapter we summarize the information and present a model based upon the review. The model of pedagogy presented in that last chapter should provide researchers a set of constructs which can be used to study the teaching of mathematics. (Author)

TM

ED 193 233 TM 800 263

Benson, Charles S. Stern, David S.

The California High School Proficiency Examination: Participation, Performance, Financial Impact, and Relationship to Other Options for Early or Partial Exit from High School. Final Report.

California Univ., Berkeley. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 79

Contract—400-77-77

Note—344p.; Appendices contain some marginally legible pages.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Academic Achievement, Average Daily Attendance, Community Colleges, *Cost Estimates, Counselor Attitudes, *Equivalency Tests, *Graduation Requirements, High Schools, Institutional Characteristics, Sampling, School Funds, Scores, State Programs, State Surveys, Student Attitudes, Student Characteristics, *Student Participation

Identifiers—California, *California High School Proficiency Examination, Early Graduation

The first of three self-contained studies in this report characterizes those who chose to take the California High School Proficiency Examination and those who passed. Characteristics of examinees' families, schools, and communities were also identified. In the second report, a school financial simulation model calculated district revenues which in California are linked to attendance; loss of students who passed the test and left school early would reduce revenues. Financial impact was low. Its effect on community college attendance was also examined and judged as small but measurable. Finally, juniors, seniors, and counselors were surveyed about knowledge of and participation in the four statewide options for early or partial exit from high school. These are the proficiency examination, work experience for credit, early graduation, and concurrent enrollment in college courses. These three studies were prompted by an unexpectedly low participation rate (5%) and passing rate (less

than half), during the first four years (1975-1979) of this statewide equivalency exam. (CP)

ED 193 234 TM 800 391

A Checklist for Evaluating Materials.

Women on Words and Images, Princeton, N. J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—300-76-0460

Note—9p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, *Evaluation Criteria, Females, Guidelines, Instructional Materials, *Sex Bias, Sex Fairness, *Sex Stereotypes, *Textbook Evaluation

Each section of the checklist lists questions which may be used to determine whether or not females are portrayed fairly in instructional materials. The sections, and some sample questions, are: (1) language—are non-parallel titles given for men and women? (Dr. Jones and Ellen); (2) occupational and social roles—is irrelevant information about a woman's family included in describing her role at work?; (3) omissions—are both male and female examples of achievement cited?; and (4) physical appearance—are females often described in terms of physical appearance, while men are described in terms of accomplishments or character? Sixteen questions are included which pertain specifically to audiovisual materials—illustrations, narrators' voices, and graphs and charts. (GDC)

ED 193 235 TM 800 407

Mitchell, Virginia P. Smith, Richard M.

Determining Cut-Off Scores Using Rasch Ability Estimates.

Pub Date—Mar 80

Note—15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 8-10, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Algebra, Basic Skills, College Freshmen, *College Mathematics, *Cutting Scores, Difficulty Level, Goodness of Fit, Grades (Scholastic), *Latent Trait Theory, State Programs, *Student Placement, Testing Programs, Test Items, *Test Validity, Two Year Colleges

Identifiers—New Jersey College Basic Skills Placement Test, *Rasch Model

The validity of cut-off scores, used to place students into English and mathematics courses, and a dichotomized success variable, representing student abilities related to success in three sequential mathematics courses, were investigated. This study examined the cutting scores of students entering Mercer County Community College in Fall, 1978, on the state-mandated New Jersey College Basic Skills Placement Test, identified the success variable in a three course algebra sequence as an earned grade of C or above. Because the success variable for each course yielded the minimum ability required for success in that course, the raw score equivalent in each case was interpreted as a cut-off score. The Rasch model was used to link student success in a course with a particular ability on the latent trait. Items were calibrated using the BICAL program and adjusted. Results suggested that the abilities required for success in the three courses were extremely close to one another. Content and grading practices of the three course sequence should thus be redesigned. (RL)

ED 193 236 TM 800 550

McKinney, James D. And Others

Performance of Exceptional Students on the North Carolina Minimum Competency Test, 1978-1979. Final Report.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—31 May 80

Note—138p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, Cutting Scores, *Disabilities, *Graduation Requirements, *High Schools, Labeling (of Persons), Learning Disabilities, Mild Mental Retardation, *Minimum Competency Testing, Remedial Programs, *Special Education, State Programs, Student Characteristics, *Testing Problems, Testing Programs,

Test Results

Identifiers—*North Carolina

Factors influencing the performance of handicapped students on the North Carolina Minimum Competency Test (Fall, 1978 administration) were analyzed. Educably mentally handicapped (EMH) and learning disabled (LD) students represented 83% of the 3,043 handicapped students who took the Fall, 1978 test. A questionnaire was designed to collect the following data from random samples of the EMH and LD groups: (1) test modifications employed; (2) history of special education services; and (3) remediation efforts in the Spring for those students who failed the test in the Fall. Only the section on test modifications was used for all other handicaps (i.e., hearing impaired, visually impaired, multiple handicap, and other) in order to determine their relationship to the passage rate. Data on student handicap, race, parent education level, and local school district were obtained from State Department of Public Instruction data tapes. The following conclusions were made: (1) procedures used to classify students as handicapped by local schools were inadequate; (2) better guidelines for the use of test modifications were required; and (3) the student characteristics of ability level, current performance level in reading and math, race, and parent education were related to successful performance on the test. (RL)

ED 193 237 TM 800 551

Technical Assistance Guide for Proficiency Assessment [and] Resource Catalog for Proficiency Assessment, First Revised Edition.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research. Pub Date—77. Note—142p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$7.50)

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Basic Skills, Community Involvement, *Compliance (Legal), *Educational Assessment, *Graduation Requirements, Minimum Competencies, *Minimum Competency Testing, *Program Implementation, Records (Forms), *State Legislation, State School District Relationship, Testing Programs

Identifiers—*California

California Assembly Bill 3408 requires school districts to adopt their own standards in basic skills, including reading comprehension, writing, and computation. Students must be tested at least once in grades 7-9 and twice in grades 10-11. After June, 1980, students who do not meet standards will not receive a high school diploma. Assembly Bill 65, the comprehensive school finance legislation, extended the requirements to elementary schools, requiring assessment at least once in grades 4-6. Districts are required to provide additional instruction for pupils who do not meet standards. The legislation emphasizes student, teacher, and community involvement and awareness. To comply legally, districts must: (1) establish a budget; (2) review curriculum for relevance; (3) set written standards; (4) adopt alternative means of completing the prescribed course of study such as work experience, college credit, or independent study; and (5) inform the public about graduation requirements and alternatives. Districts may adopt other standards for students with diagnosed learning disabilities. Individual schools must test students, remediate those who fail, and confer with their parents. (CP)

ED 193 238 TM 800 552

Tests Appropriate for Model A-1 in Illinois.

Educational Testing Service, Evanston, Ill. Spons Agency—Illinois State Board of Education, Springfield. Pub Date—Mar 80. Note—95p.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Achievement Tests, Compensatory Education, *Norm Referenced Tests, Program Evaluation, *Standardized Tests, *Test Selection Identifiers—Elementary Secondary Education Act Title I, *RMC Models, Title I Evaluation and Reporting System

Seventeen nationally normed, standardized

achievement tests were judged appropriate by the Illinois Title I Test Review Committee for use with Model A-1 in evaluation of Illinois Title I programs. They are the California Achievement Tests, CIR-CUS, Gates-MacGinitie Reading Tests, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Metropolitan Achievement Tests, Nelson Reading Skills Test, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Test, Stanford Diagnostic Math Test, Stanford Diagnostic Reading Test, Stanford Early School Achievement Test, Stanford Test of Academic Skills, STS Educational Development Series, and Tests of Achievement and Proficiency. These tests were classified by the test characteristics related to the evaluation requirements of Model A-1. The information in the current listing includes: (1) test identification and general information; (2) basic test information (chart format); (3) key issues; (4) norming; (5) out-of-level testing; (6) scoring; (7) score conversion tables; (8) specific test information; and (9) miscellaneous information. (RL)

ED 193 239 TM 800 553

Campbell, Emily A.

Publications Based on Project TALENT Data: An Annotated Bibliography.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Report No.—ISBN-0-89785-628-7

Pub Date—Jan 79

Grant—NIE-G-74-0003

Note—217p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Ability, *Annotated Bibliographies, Careers, *Data Analysis, *Data Bases, *Educational Research, *National Surveys, Outcomes of Education, Social Background, Statistical Studies

Identifiers—*Project TALENT

This annotated bibliography was prepared to improve the ability of Project TALENT to respond to inquiries from potential users of the data base. The intended audience includes researchers using the data base, and staff interested in TALENT data bank studies. The period of time covered by the publications listed is 1959 through November 1978. Most of the studies using Project TALENT data focus on educational/occupational development, and in particular: academic ability, school output, career choice, career guidance, career stability, college attendance, high school dropouts, race interaction with other variables, and science careers. The bibliography is divided into two main sections: (1) 137 annotated references for final reports of analytic studies using TALENT data; and (2) 111 unannotated references for TALENT-related publications that are not main reports of analytic studies. Each abstract gives the bibliographic reference, sponsor, sample and variables, and analytic procedures/findings. Abstracts are numbered consecutively and include project numbers; references not abstracted are listed separately. (Author/GK)

ED 193 240 TM 800 554

American Statistical Association: 1979 Proceedings of the Section on Statistical Education

(22nd, Washington, D.C., August 13-16, 1979).

American Statistical Association, Washington, D.C.

Pub Date—13 Aug 79

Note—100p.; Small print may be marginally legible. Available from—American Statistical Association, 806 15th St., N.W., Washington, DC 20005 (\$6.00).

Pub Type—Speeches/Meeting Papers (150) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—Higher Education, Mathematical Models, *Mathematics Education, *Mathematics Instruction, Physicians, *Professional Education, Research Design, Statistical Analysis, *Statistics, *Student Evaluation of Teacher Performance, Teaching Methods, Testing

Twenty-two papers and discussions presented at the 1979 annual meeting of the American Statistical Association are reproduced. Papers dealing with student evaluation of instruction include "An Analysis of Student Evaluation of Instruction and Relationships Among Salary, Chairman's Ratings, and Student Ratings of Faculty," by Alvin C. Rencher; "Administrative Use of Student Surveys: One

View," by Paul D. Minton; and "Students' Evaluations: Their Antecedents and Aftermath," by W. F. Seibert and A. R. Starr. A "Report of the Committee on Training of Statisticians for Industry," is included, as well as remarks amplifying the report by Paul D. Minton. The topic of teaching service courses on statistics is covered by the following papers: "A Modular Self-Paced Statistics Course: Five Years' Experience," by Donald A. Anderson and William P. Cooke; "Student's Choice: Self-Pacing and/or the Lecture Method for Introductory Statistics," by Howard B. Christensen; and "The Elementary Statistics Course: Fact or Fiction," by J. Leroy Folks. "Teaching Statistics to Medical Specialists: Cardiologists," by James H. Ware, and a discussion following it by Dennis B. Gillings complete the theme papers. Thirteen additional papers are provided. (RL)

ED 193 241 TM 800 555

Guion, Robert M. Ironson, Gail H.

Principles of Work Sample Testing. Volume I: A

Non-Empirical Taxonomy of Test Uses; Volume II: Evaluation of Personnel Testing Programs;

Volume III: Construction and Evaluation of

Work Sample Tests; Volume IV: Generalizability.

Bowling Green State Univ., Ohio.

Spons Agency—Army Research Inst. for the

Behavioral and Social Sciences, Alexandria, Va.

Report No.—ARI-TR-79-A8; ARI-TR-79-A9;

ARI-TR-79-A10; ARI-TR-79-A11

Pub Date—Apr 79

Contract—DAHC19-77-C-0007

Note—263p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Classification, Latent Trait Theory,

*Measurement Objectives, Program Evaluation,

*Psychometrics, Test Construction, Testing Programs, *Work Sample Tests

Identifiers—Content Referenced Tests, Generalizability Theory

Challenges to classical psychometric theory are examined in the context of a broader range of fundamental, derived, and intuitive measurements in psychology; the challenges include content-referenced testing, latent trait theory, and generalizability theory. A taxonomy of psychological measurement is developed, based on: (1) purposes of measurement including evaluation, organizational trouble shooting, individual diagnosis, certification, prediction, and evaluation of other measurement; (2) settings in which measurements are obtained including the laboratory, institutional control, and field settings; (3) variables or attributes to be measured, including attributes of people (physiological processes, motor skills, performance variables, job knowledge, cognitive variables, aspects of personality, and attitudes), and attributes of tasks (duration or intensity of attention, hazards, degree of task structure, organizational involvement, task complexity, intrinsic feedback, skill demands, significance, and autonomy); and (4) the methods of measurement in psychology including instrumentation, direct observation and recording, records and biographical data, testing, and ratings. The challenges and the classifications are examined for special implications for work sample testing. The point is stressed that the evaluation of work sample measurement depends primarily on its acceptability as a direct description of the performance of interest. (RL)

ED 193 242 TM 800 556

Hunter, Susanne Kettle, Helen

Report on the Third Year of the Kumtuks Alternative Rehabilitation Program. Research Report

79-04.

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.

Pub Date—Jul 79

Note—61p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, American

Indians, *Canada Natives, *Continuation Students, Cultural Education, *Dropout Prevention,

Foreign Countries, Grade 6, Junior High Schools,

Participant Satisfaction, *Program Evaluation,

Rehabilitation Programs

Identifiers—British Columbia (Vancouver),

Canada, *Kumtuks Alternative Rehabilitation

Program

The Kumtuks program, an alternative rehabilitation

program established by the Vancouver School

Board in 1976 for Native Indian students, is de-

scribed. Kumtiks was established to retain students between grades 6 and 9 when the drop-out rate among Native Indian students is the highest. The results of the evaluation of the first two years (1976-78), and of the third year of the Kumtiks program (September 1978 to June 1979) are summarized. Details of the report include: background information/description of the program; evaluation procedures; student data (attendance, achievement, student progress); opinion data (strengths/weaknesses of program and integration process); and miscellaneous appendices (opinions of staff, parents, students, etc.). Suggestions for areas of improvement are also discussed. (Author/GK)

ED 193 243 TM 800 557

Freedman, Rita Jackaway And Others
Sex Differences in Spatial Performance as Related to Cerebral Lateralization.

Pub Date—Sep 79

Note—18p. Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Higher Education, *Lateral Dominance, *Perception Tests, *Sex Differences, *Spatial Perception
Identifiers—*Spatial Ability, Spatial Tests, *Spatial Visualization

The extent to which sex differences on a mental rotation test were related to ocular dominance, handedness, and familial handedness was explored. The Vandenberg revision of the Shepard-Metzler mental rotation test was administered to 206 college students. The test consisted of 20 criterion figures, each followed by two correct and two incorrect alternative figures. The correct alternatives were identical to the criterion sample but were presented in a rotated position. Immediately after finishing the rotation test, subjects answered a questionnaire designed to assess their perceived cognitive strategy used in solving the spatial task. Ocular dominance, handedness, and familial handedness were also assessed by questionnaire. The superior performance of males on the mental rotation test was highly significant ($p = .0001$). The most common strategy employed by both sexes in solving the spatial task was mental picturing; however, females used significantly more verbal strategies than males. Handedness, per se, was unrelated to spatial performance, but right handed females with familial sinistrality had lower spatial scores than those with no familial sinistrality. More females than males were found to be left eye dominant; left eye dominance in females, but not in males, was associated with lower spatial scores. (Author/RL)

ED 193 244 TM 800 558

SCRE Profile Assessment System Manual.
Scottish Council for Research in Education.

Report No.—ISBN-0-901116-10-6

Pub Date—77

Note—39p.

Available from—Scottish Council for Research in Education, 15 St John Street, Edinburgh EH8 8JR, Scotland (60 pence).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, *Profiles, Report Cards, Secondary Education, *Student Evaluation, *Student Records

Identifiers—Scottish Council for Research in Education, *SCRE Profile Assessment System

Detailed instructions on how to use the Scottish Council for Research in Education (SCRE) Profile Assessment System are presented in a manual intended for use by individual teachers. The system, consisting of a set of materials composed of a large Class Assessment Sheet and 30 individual-pupil records, is used for recording pupil assessments in the basic skills (oral and written; visual understanding and expression; number; physical co-ordination; and manual dexterity), specific subject area, and the work-related skills of enterprise and perseverance. Instructions are given on how to collate the assessments for each pupil, as well as suggestions for using the profiles in various ways, including curricular and vocational guidance. Examples of completed school-leaving report forms are included, and examples of teacher guides which may be used as models for the assessment of basic skills are provided for use in preparing the subject achievement section of the profile. An appendix contains samples of teachers'

guides in English and physical education. (RL)

ED 193 245 TM 800 559

Dockrell, W. B. And Others
Research in the Service of Education. Papers presented at the SCRE 50th Anniversary Conference (London, December, 1978).

Scottish Council for Research in Education.

Pub Date—79

Note—58p.

Available from—Scottish Council for Research in Education, 15 St John Street, Edinburgh EH8 8JR, Scotland (70 pence).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Core Curriculum, *Day Care Centers, *Diagnostic Tests, Elementary Secondary Education, *Employment Potential, Family Influence, Foreign Countries, Job Training, National Competency Tests, Parent Education, Profiles, *Secondary School Curriculum, *Student Records

Identifiers—Scotland, Scottish Council for Research in Education

Six papers presented at the Scottish Council for Research in Education's 50th anniversary conference in 1978 are included. "Are Standards Rising?" by W. Bryan Dockrell, examines the use of national performance assessment surveys in Scottish schools. "Better Reports," by Patricia M. Broadfoot, describes the need for a comprehensive assessment instrument for Scottish students, and how the Pupil Profiles Project can satisfy this need by providing for existing certification requirements, as well as making positive statements for less able students. "Testing as Teaching," by Harry D. Black, describes a case study dealing with the creation of diagnostic assessment instruments, and emphasizes the need to move away from the idea that assessment is a judgment. "Do People Get What They Want or Want What They Get in Terms of Pre-School Provision?" by Jenny Haystead, discusses the different ways of transmitting information to mothers about facilities for pre-school children. "Choice and A Core Curriculum," by A.C. Ryrie, examines the process by which young people from the age of 12 move up through the Scottish 6-year comprehensives. "Home and School Influences on Getting a Job," by A. Douglas Weir, discusses factors which influence job seeking behavior. (RL)

ED 193 246 TM 800 560

Roeder, Edward D.

Development of Simple Ways for Using State Assessment Results.

Pub Date—Jun 80

Note—43p. Paper presented at the Annual Conference on Large Scale Assessment (10th, Boulder, CO, June 9-12, 1980).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Evaluation, Elementary Secondary Education, *Information Utilization, Parent Teacher Conferences, Principals, *State Programs, *State School District Relationship, *Student Evaluation, *Testing Programs, *Test Results, Training Methods, Use Studies

Identifiers—*Michigan Educational Assessment Program

The Michigan Educational Assessment Program (MEAP) staff developed strategies to train teachers and principals to use state assessment results for improving academic achievement in their schools. Two local uses of the state assessment results are (1) using the results of grades 4, 7, and 10 with the students tested, and (2) using the results to review curricula in the previous grade levels. Samples of materials developed for each type of use are appended, and include instructional support materials for mathematics, pamphlets for preparing school staffs to provide individual student results to provide individual student results to parents, plans for preparing for a utilization of MEAP test results workshop, and a model for utilization of MEAP test results. Presentation of the utilization model is planned for three sessions: Session I examines the test results and identifies present needs; Session II deals with curriculum and instructional planning; and Session III is devoted to decision making and setting goals. Because these methods were developed by observation of what does work in schools and because the techniques were geared to the resource restraints of local schools, they can be applied in a variety of settings. (RL)

ED 193 247 TM 800 561

Brown, Frederick G.

Guidelines for Test Use: A Commentary on the Standards for Educational and Psychological Tests.

National Council on Measurement in Education, Washington, D.C.

Pub Date—80

Note—132p.

Available from—National Council on Measurement in Education, 1230 17th St. N.W., Washington, DC 20036 (\$7.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Codes of Ethics, *Educational Testing, *Guidelines, *Psychological Testing, Scoring, *Standardized Tests, *Standards, Test Bias, Testing, Testing Problems, Test Interpretation, Test Reliability, Test Selection, Test Validity

Identifiers—American Educational Research Association, American Psychological Association, National Council on Measurement in Education, *Standards for Educational and Psychological Tests

This monograph serves as a nontechnical guide to teachers, counselors, school psychologists, administrators, parents, and others who use the 1974 Standards for Educational and Psychological Tests. The Standards are a concise summary of standards and guidelines for the development, evaluation, interpretation, use, and reporting of information on psychological and educational tests and assessment methods. These guidelines focus on standardized and published assessment methods and, like the Standards, do not cover teacher-made tests. An introductory chapter identifies some of the basic considerations in educational and psychological assessment and provides a framework for the material discussed in following chapters. Chapter 2 considers the qualifications of test users, the process of selecting a test, and the standards relating to administration and scoring of the instrument. Chapter 3 focuses on the psychometric properties of the instrument, its reliability and validity. Chapter 4 discusses interpretation of test scores, and Chapter 5 covers several issues in test use, including test fairness and ethical issues. (RL)

ED 193 248 TM 800 562

Ward, Annie W., Ed. And Others

Guide for School Testing Programs.

National Council on Measurement in Education, Washington, D.C.

Pub Date—[74]

Note—93p.

Available from—National Council on Measurement in Education, 1230 17th St., N.W., Washington, DC 20036 (\$4.75).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Program Development, Program Evaluation, *School Districts, Scoring, Standardized Tests, Teacher Evaluation, Teacher Made Tests, *Testing, Testing Problems, *Testing Programs, Test Interpretation, Test Results

Identifiers—*Test Directors

Basically, test directors have four systemwide and building level responsibilities: (1) planning, administration and evaluation of standardized testing programs; (2) application of measurement and evaluation to school problems; (3) classroom testing and evaluation; and (4) external testing programs. In a series of brief memos, measurement and evaluation professionals give advice to the test director on: professional training; advisory committees; test planning; administration; scoring; and applications of test results to guidance and instruction, program evaluation, and teacher evaluation. Other chapters discuss the director's role in training teachers to develop their own tests and administering tests sponsored externally. A final chapter describes and evaluates common methods for reporting individual test results (percentile rank, expectancy tables); and group results (national norms, grade equivalents, criterion referenced tests, matrix sampling). Contributors are: Annie W. Ward; Joseph L. Mazur; Joan K. Bollenbacher; Albert H. Rouse; Gerald S. Hanna; Richard L. Poole; Jack Menner; Margaret E. Beckman; and James H. Lawson. (CP)

ED 193 249 TM 800 563

Gagne, Robert M.

Communicating Research Results to Practitioners.

Pub Date—Apr 80

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
 Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *Educational Research, Elementary Education, *Elementary Schools, *Instructional Improvement, Problem Solving, Research and Instruction Units, *Research Utilization

Identifiers—*Research and Development

A report is presented of a year-long period of furnishing information to elementary schools on research findings and products related to the improvement of basic skills. Particular empirical findings are not analyzed; rather, an integrated impression of the success or failure of research utilization by schools is conveyed. The outcomes of research are discussed in three forms: conclusion-oriented (primary implications are for continuation of research); decision-oriented (the solving of a practical problem through an investigation); and the developed product (designed for immediate application and use). The properties which make the process work are local school problem-solving, training in problem-solving methodology, and interpretation of research findings. It is concluded that the best way to "get research into the schools" is to put it there, and the following are described as characteristics of school-based research and development: (1) it is decision-oriented; (2) it does not require large specialized resources; (3) it seldom employs a true experimental design; (4) it should aim towards constructing teacher procedures, not products; (5) novel ideas would have to be accepted; and (6) dissemination would become utilization. (Author/GK)

ED 193 250 TM 800 564

Kempner, Ken

A Conceptual Framework for the Evaluation of Planned Social Change.

Portland State Univ., Oreg. Regional Research Inst. for Human Services.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—Apr 80

Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
 Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Evaluation Methods, Futures (of Society), *Models, *Social Change, Values

Identifiers—Comparability, Efficacy, Ideology

Through consideration of a conceptual framework, this paper proposes that a comprehensive evaluation can be made that accounts for a project's ability to accomplish social change. The concepts are: (1) ideological development—permits the evaluator to predict the probability of the ultimate change a project can accomplish based on the change agents' consideration of social justice; (2) legacy of change—permits evaluators to determine the potential for continued change after a project's funding ends; (3) comparability—contrasts one project with another to determine the relative merit of each; and (4) social efficacy—includes the determination of the effect of a project and the use of resources used by the project. This framework provides a better standard of judgment than can be made from a single evaluation methodology, because the concepts are not discrete; consideration of each provides a triangulation of data and perspectives to evaluate outcomes of social intervention. A major benefit of this framework is that it offers a procedure for considering effects of social change projects that incorporates multiple perspectives in the analysis. Also considered, however, are which social elements must be changed to effect social change ultimately. (Author/GK)

ED 193 251 TM 800 565

deYoss, Gary G. And Others

Ethics in Fieldwork Research: A Case Study.

Pub Date—Apr 80

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
 Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Researchers, *Ethics, *Field Studies, Higher Education, Integrity, *Research Methodology, *Research Problems, Student Teachers, Student Teacher Supervisors, *Student Teaching

Four ethical problems resulting from a fieldwork study of elementary education student teachers are explored. The problems include: acquiring permission to execute the study; how far to dig into personal lives to extract necessary information; the pitfalls of doing collaborative research; and how much information can be revealed without endangering the participant's positive image. Three purposes that guided the study were: (1) quality assessment of the elementary education student teaching experience from multiple perspectives; (2) measurement of the effects of prerequisite experiences for successful student teaching preparation; and (3) compilation of information about student teachers to be used in longitudinal studies. Most importantly, however, was the exposure of the complexities of the student teaching experience previously found to be resistant to documentation. A major implication is that ethical problems, given the bureaucratic and interpersonal climate in urban institutions, may be unresolvable rather than simply a hindrance to the researchers and participants. (GK)

ED 193 252 TM 800 566

Linn, Marcia C. Kyllonen, Patrick

The Field Dependence-Independence Construct:

Some, One, or None.

California Univ., Berkeley. Lawrence Hall of Science; Stanford Univ., Calif. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date—Apr 80

Contract—N00014-75-C-0882

Grant—SED77-18914

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
 Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Style, *Cognitive Tests, *Factor Structure, Grade 12, High Schools, Intelligence Tests, Perception Tests, *Psychological Characteristics

Identifiers—*Field Dependence Independence

The field dependency/independency construct (FDI) was measured using tests of perception of the upright such as the Rod and Frame Test (RFT) and tests of cognitive restructuring such as the Hidden Figures Test (HFT); relationships between cognitive restructuring and perception of the upright were investigated. High school seniors received 34 tests including 12 measures of FDI. Analysis of the data using multidimensional scaling, cluster analysis, and factor analysis resulted in five dimensions including two associated with the FDI measures. One of the FDI dimensions measured cognitive restructuring which involved unfamiliar geometric shapes (e.g., Find a Shape Puzzle, Raven Progressive Matrices) and generation of novel representations of the material (e.g., Paper Folding, Paper Form Block, Block Design). The other FDI dimension, related to perception of the upright, was labeled familiar field and was postulated to measure strategy selection in familiar situations. (Author/RL)

ED 193 253 TM 800 567

Wright, George N. Fraser, Robert T.

Improving Manpower Utilization: The "Rehabilitation Task Performance Evaluation Scale."

Wisconsin Studies in Vocational Rehabilitation, Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—76

Grant—RSA-15-P-55208/5-11; RSA-45-P-81054/3-01

Note—50p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Counselor Evaluation, Counselor Qualifications, Educational Background, Evaluation Methods, *Job Performance, Personnel Evaluation, *Rating Scales, Self Evaluation (Individuals), *Staff Utilization, Task Analysis, *Vocational Rehabilitation

Identifiers—*Rehabilitation Task Performance Evaluation Scale

Intended for the training and use of state divisions of vocational rehabilitation (DVR) line supervisors, a "Rehabilitation Task Performance Evaluation Scale" is included along with instructions for its administration and uses. The Scale, constructed from an inventory of 294 rehabilitation job tasks, is used for periodic evaluations of the quality and extent of staff performance. Quality is defined as the accuracy, thoroughness, effectiveness, and efficiency of tasks performance. The following two fundamental ways of increasing personnel utilization are suggested: (1) the selective assignment of tasks according to the worker's present level and types of competency; and (2) the systematic development of the worker's value to the organization by increasing task-qualifications. Information is provided on how to obtain individualized performance profiles for counselors, supervisors, paraprofessional workers and aides, as well as on the education needed to perform each of the many basic tasks. (RL)

ED 193 254 TM 800 568

Echternacht, Gary

Model C Is Feasible for ESEA Title I Evaluation.

Pub Date—Apr 80

Note—16p; Paper presented at the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Analysis of Covariance, *Compensatory Education, Computer Programs, Elementary Secondary Education, *Models, Pretests Posttests, *Program Evaluation, School Districts, Statistical Analysis, Technical Assistance, Testing Programs

Identifiers—Elementary Secondary Education Act Title I, *RMC Models, Technical Assistance Centers, Title I Evaluation and Reporting System

The assertion that Model C is feasible for Elementary Secondary Education Act Title I evaluation, why it is feasible, and reasons why it is so seldom used are explained. Two assumptions must be made to use the special regression model. First, a strict cut-off must be used on the pretest to assign students to Title I and comparison groups. Second, the functional relationship between pretest and posttest must be assumed in order to fit a regression line for use in determining the performance level of students without Title I. A single composite measure that combines test scores, teacher ratings, and past academic performance can be used to select Title I students, and as the pretest. Model C needs only a district-wide assessment of all students and access to a computer to match the data. Six reasons given for not choosing Model C include: (1) Model C requires more work than does Model A; (2) local programmers lack expertise in manipulating scientific data; (3) large districts lack experience in matching pretest and posttest scores; (4) data analysis is necessary; (5) selection process must be open; and (6) normal curve equivalent gains are lower than when using Model A. (RL)

ED 193 255 TM 800 569

Bunda, Mary Anne, Ed. Sanders, James R., Ed.

Practices & Problems in Competency-Based Measurement.

National Council on Measurement in Education, Washington, D.C.

Pub Date—79

Note—153p.

Available from—National Council on Measurement in Education, 1230 17th St., N.W., Washington, DC 20036 (\$6.75).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Certification, Competence, *Competency Based Education, Criterion Referenced Tests, Cutting Scores, Definitions, Measurement Objectives, *Measurement Techniques, Minimum Competencies, Research Needs, *Standards, Testing Problems, Test Reliability, *Test

Validity

Three basic areas of definition, measurement, and research, voiced as concerns by members of the National Council of Measurement in Education (NCME) to its Task Force on Measurement Problems in Competency-Based Programs, are used as an organizer for a sponsored symposium and the papers in this monograph. The problem of the definition of competency is addressed in two different ways. Chapter IV presents several different perspectives about how standards of performance may be set, while Chapter II addresses itself solely to the definition of the word "competency." Just as the authors of the seven papers differ in their positions concerning the efficacy of competency-based programs, they also use the word "competence" in different ways, which has real consequences for the way in which research and development efforts will be structured. If the construct definition is selected, then the process of validation of the instrumentation must take into account the framework in which the construct is operationalized, as argued in Chapter V. However, if the definition is considered to be that of setting standards of behavior, then different techniques would be used to validate the cut-off point for an instrument. (RL)

ED 193 256 TM 800 570
Set Number One, 1980. Research Information for Teachers.

Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.

Pub Date—80

Note—74p.; Items 6 and 7 are excluded because of copyright restrictions. For previous Set see ED 178 531.

Available from—NCZER, Box 3237, Wellington, New Zealand (\$10.00; 2 sets yearly)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, Cost Effectiveness, *Educational Assessment, Educational Environment, *Educational Improvement, Elementary Secondary Education, *Foreign Countries, Individualized Instruction, Instructional Innovation, Programmed Instruction, Student Behavior, Teacher Attitudes, Teacher Made Tests, Textbook Evaluation

Identifiers—*New Zealand, Teacher Expectations
 Topics and issues relating to educational research are presented in the form of separate news sheets or essays. A case study of the merits and deficiencies of Penrose High School's "Whanau House," is included as an example of curriculum innovation. An exploratory study describing expectations of New Zealand teachers demonstrates how teacher expectations cause certain students to be stereotyped and treated differently. An economist looks at what it costs society to invest in children's education, and what it pays. Some of the effects of school size on the behavior of pupils are reviewed. Two very different techniques to fit the work to the child (student team learning and self-paced instruction) are described. One article describes research findings on how successful Internal Assessment has been in Queensland's secondary school program. A summary of the techniques, theoretical basis, and changing nature of programmed learning is presented, as well as its impact on teaching. Other miscellaneous items of information include a guide to making up classroom tests, an analysis of textbook English, and a guide to class nomenclature. (RL)

ED 193 257 TM 800 571
Standards and Criteria for the Selection of Educational Tests.

Illinois State Board of Education, Springfield.

Pub Date—[79]

Note—16p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Check Lists, Educational Testing, Elementary Secondary Education, *Evaluation Criteria, Test Interpretation, Test Reliability, *Test Selection, Test Validity
 This manual sets forth comprehension guidelines and procedures for selecting instruments to measure educational growth, achievement, and outcomes. The necessary criteria are presented in a checklist format, permitting local district personnel to evaluate the worth of testing instruments before adoption. A subset of the criteria are defined as "Essential" characteristics, that is, those absolutely necessary for a test to be considered acceptable. The criteria are divided as follows: (1) standards for

Manuals, Tests, and Reports; (2) Standards for Validity; (3) Standards for Reliability; and (4) Standards for the Use of Tests. The manual also includes definitions of terms used in conjunction with testing, and of the types of tests (norm referenced, criterion referenced, objective referenced, and domain referenced). (Author/GK)

ED 193 258 TM 800 572
Ward, James G.

Teachers and Testing: A Survey of Knowledge and Attitudes.

American Federation of Teachers, Washington, D.C.

Pub Date—Jul 80

Note—15p.; For related documents see TM 800 573.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, *Educational Testing, Elementary Secondary Education, Minimum Competency Testing, *National Surveys, *Standardized Tests, *Teacher Attitudes, Teacher Qualifications, Testing Programs
 Identifiers—*American Federation of Teachers, *Test Use

Part of the plan by the American Federation of Teachers (AFT) to prepare training materials and conduct conferences on improving teachers' use of standardized tests was to survey a representative sample of elementary/secondary teachers. This survey ascertains teacher preparation and knowledge in testing, teacher assessment of the importance of testing to teaching, and teacher attitudes toward various testing issues. Findings indicate that teachers seem to be generally supportive of standardized tests, and understand the need for quality standards in education. Specifically, it was found that teachers want useful information in three areas: (1) diagnosing individual student needs; (2) planning instructional activities and programs, and (3) placing and grouping students. Results of the survey support the notion of testing as an integral part of instructional programs. Teachers appear to be somewhat supportive of minimum competency testing, but see many serious flaws in most current programs in this area. (Author/GK)

ED 193 259 TM 800 573
Gould, Jewell Ward, James

Teachers and Tests: The Teacher Union Response.

Pub Date—Jul 80

Note—17p.; Paper presented at the Annual Summer Instructional Leadership Conference of the American Association of School Administrators (Chicago, IL, July, 1980). For related document see TM 800 572.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, *Educational Testing, Elementary Secondary Education, National Surveys, Public Education, *Standardized Tests, *Teacher Attitudes, Testing Problems, *Testing Programs, Unions

Identifiers—*American Federation of Teachers, Test Use

Members (elementary and secondary teachers) of the American Federation of Teachers (AFT) were surveyed in preparation for a series of workshops to improve teachers' use and understanding of tests. Results showed generally positive attitudes towards tests, and a specific interest in using tests for diagnostic and prescriptive planning purposes. Standardized tests were seen as least useful for course content modification and instructional program modification. A negative side appeared also: teachers identified a variety of factors inhibiting their use of standardized tests. These include: (1) results do not provide enough prescriptive information; (2) results do not provide adequate profiles of student strengths/weaknesses; (3) results are returned too late (or not at all) to be useful; (4) test content does not match curriculum; and (5) test materials are inappropriate for students. Results also indicated, however, that teachers desire maintenance of quality standards in schools and view competency testing as a useful method. Additional research is discussed, supporting the findings that teachers see tests as reliable sources to be used as part of a total educational program. The AFT resolution on testing, and how the AFT training program is designed are summarized. (GK)

ED 193 260 TM 800 574
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading: Released Exercises, National and Group Results.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-08-YA-25

Pub Date—Mar 79

Note—313p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 (08-YA-25, \$15.00)

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Educational Assessment, *Energy, *Health Education, National Surveys, *Reading Comprehension, *Test Items, *Test Results, Young Adults

Identifiers—*National Assessment of Educational Progress, Young Adult Assessment 1977

This volume provides technical information and data on the knowledge, skills, and attitudes of American young adults, aged 17 and 26-35 years old. The three subjects chosen for this eighth year assessment were health: (section 1), energy (section 2), and reading (section 3). (Science exercises were also administered in the survey, and will eventually be available on microfiche). The exercises are presented in numerical order within each section, and correct responses are indicated. Each exercise is followed by a page of administration/scoring data. The data provided include national and group percentages for only correct or acceptable answers in reading and health; energy data include percentages for all response categories. (Author/GK)

ED 193 261 TM 800 575
Becker, Marc S. Reed, Larry

Testing for Accountability: A Practical Guide for Administrators and Teachers.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—May 80

Note—89p.

Available from—Arizona Educational Information System, Farmer Bldg., Room 105, Arizona State University, Tempe, AZ 85281 (\$4.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accountability, *Criterion Referenced Tests, Elementary Secondary Education, Mathematics, *Norm Referenced Tests, Program Implementation, Public Education, Reading Achievement, Scoring, State School District Relationship, *Testing Programs, Test Interpretation, *Test Selection

Identifiers—Arizona

This resource guide was designed for teachers and administrators in Arizona school districts to assist them in preparing functional and meaningful programs of student achievement testing. The format of the guide is based on fundamental questions often posed by educators regarding norm-referenced and criterion-referenced testing. Particular emphasis is placed upon practical guidelines for implementing both types of testing in terms of accountability. The resource guide is divided into two sections. The first section discusses norm-referenced testing, and is applicable to educators desiring this type of test in addition to those mandated by Arizona's accountability legislation. The second section discusses criterion-referenced tests, and provides a rationale for their use. Terminology is nontechnical, information is presented in a readily accessible format, and resources/references are listed. (Author/GK)

ED 193 262 TM 800 576
Using Research to Develop Successful Basic Skills Improvement Programs.

New Jersey State Dept. of Education, Trenton. Div. of School Programs.

Pub Date—Aug 80

Note—51p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Responsibility, *Basic Skills, Educational Environment, Educational Improvement, *Educational Research, Elementary Secondary Education, *Instructional Development, Parent Participation, *Program Development, Student Teacher Relationship, *Success

Identifiers—New Jersey

Information on basic skills improvement programs is provided through a review of research findings concerned with the factors determining quality education. These factors fall into four key areas: (1) the classroom—use of time, classroom climate/control, teacher behaviors, student behavior, organization of instruction; (2) administration—administrators' priorities, expectations, behaviors, responsibilities; (3) school climate—goal orientation, positive relationships, administrative support, leadership, commitment to basic skills mastery; and (4) parent/community involvement—adult volunteer or parent participation in basic skills classes. Five basic success elements common to all four areas are identified: leadership, high expectations, willingness to assume responsibility, two-way communication/interaction, and goal-oriented systematic approaches. A summary of research and extensive bibliography are appended. (Author/GK)

ED 193 263

TM 800 577

Wood, Peter H. And Others

Student Ratings of College Courses and College Teachers: Reliability, Generalizability, Validity and Utility.

Bowling Green State Univ., Ohio. Coll. of Education.

Pub Date—80

Note—172p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavior Rating Scales, Faculty Development, Higher Education, *Reliability, *Student Evaluation of Teacher Performance, *Testing Problems, *Test Validity, *Use Studies

A review of the research literature considers the following questions: (1) what is the general quality of the information resulting from systematic student evaluation of faculty effectiveness?; and (2) what are the consequences of soliciting this information and making it available to those people who may utilize it in their decision making procedures? The internal consistency of most ratings scales, and many subscales, often exceed .9, and when lower, often can be increased by increasing the number of ratings items in a particular scale. However, this indicator of reliability produces a considerable overestimation of ratings stability when independent measures of teachers and/or courses are desired. Generalizability theory has begun to be employed to supplement and to extend the more traditional approaches to reliability. Factors such as expected grades, class size, and the students' pre-enrollment attitudes are likely to influence student ratings. Much of the instability and potential invalidity may be reduced through the standardization of administrative procedures and the use of global rating items for normative or personnel purposes. There appears, however, to be little evidence that student ratings are weighted very heavily in the decision-making processes of personnel committees at the college level. (RL)

ED 193 264

TM 800 578

Alaska Instructional Diagnostic System, 1978 Pilot Test Results: Technical Report.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Alaska State Dept. of Education, Juneau.

Pub Date—78

Note—184p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Achievement Tests, Diagnostic Tests, *Educational Assessment, Educational Objectives, Elementary Education, *Elementary School Mathematics, *Reading Skills, *Scores, *State Programs, Testing Programs, Test Reliability, Test Validity

Identifiers—Alaska. *Alaska Instructional Diagnostic System

Key findings of a pilot study of the Alaska Instructional Diagnostic System (AIDS) are summarized. The AIDS pilot test served to verify the appropriateness of the skills survey as well as the validity and reliability of the items. The AIDS testing system includes three components: (1) upper level skills surveys (grades 3-8); (2) lower level skill surveys (grades 1-3); and (3) reading and mathematics skill sheets (grades 1-8). Objectives and test items correspond to content taught in grades 1-8, but there are no specific levels. All pilot test levels include items

covering reading and mathematics. The lower level skills are divided into levels one and two of the pilot test. The upper level skills are divided into three levels; in levels three through five, all items in the upper level skill survey are included. Objectives and subtests covered include: phonetic analysis, structural analysis; vocabulary building, reading comprehension, math computation, and math application. The difficulty of the five levels increase within each subtest area. The pilot study included 1658 students; generally a favorable response to the pilot test was indicated. Tabular data suggest high reliability and validity. Detailed tables and appendices are included. (Author/GK)

ED 193 265

TM 800 580

Harnisch, Delwyn L. Linn, Robert L.

Analysis of Item Response Patterns: Questionable Test Data and Dissimilar Curriculum Practices.

Pub Date—Apr 80

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum, Elementary Secondary Education, Response Style (Tests), Social Influences, Student Motivation, Test Anxiety, Test Bias, *Testing Problems, *Test Items, *Test Validity

Identifiers—*Test Appropriateness, *Test Content

Indices of appropriateness of a test for an individual are discussed, and two data sets are evaluated. With the first data set, three indices of test appropriateness are obtained for response patterns on achievement tests from an experimental study of the effects of test anxiety and time pressure with 173 3rd and 4th grade students. Relationships of these three indices to student background characteristics and measures of anxiety are of special interest in this first data set. With the second data set, two indices of test appropriateness are obtained for the math and reading test given to 6300 students from a random sample of approximately 110 schools at 4th, 8th, and 11th grade levels. Relationships of these indices to student sociocultural background and measures of student anxiety and motivation are examined at the individual student level and school level. The test appropriateness measures have potential utility in the identification of students for whom the test is inappropriate or schools with curricula not matching test content. (Author/GK)

ED 193 266

TM 800 581

Eisenberg, Eric M. Book, Cassandra L.

Applying Latent Trait Theory to a Course Examination System: Administration, Maintenance, and Training.

Michigan State Univ., East Lansing. Dept. of Communication.

Pub Date—[80]

Note—24p.; For related document see ED 189 105.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Course Content, Equated Scores, Goodness of Fit, Group Testing, Heterogeneous Grouping, Higher Education, *Introductory Courses, *Item Banks, *Latent Trait Theory, *Test Construction, Testing Programs

Guidelines are described for setting up an item bank under latent trait theory which may be applied to the achievement testing system of multi-section, large-enrollment, college survey courses. The enrollment for the course is typically heterogeneous: students may be majors or non-majors, any one section may contain honors college students and disadvantaged learners, and students may be of differing class levels. The advantage is that test scores can be standardized without legislating a common examination for all sections. Unique findings of this study were: (1) the computer file containing serial positions of items on examinations proved extremely useful; (2) obvious violations of unidimensionality and asking questions based on trivial, unevenly taught information led to items which did not fit the model well; (3) less stability in the equating procedure may result when large differences occur in an examination system; (4) more than one training session for instructors is recommended; and (5) latent trait models can work in a large, multi-section course examination which surveys a variety of extensively different topics. (RL)

ED 193 267

TM 800 582

Owens, Thomas R.

Approaches to Research on Experiential Education Programs.

Northwest Regional Educational Lab., Portland, Ore.

Pub Date—Apr 80

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Content Analysis, *Educational Research, Evaluation Criteria, *Experiential Learning, *Nontraditional Education, *Research Methodology, Secondary Education, Surveys

Identifiers—Conceptual Analysis, Northwest Regional Educational Laboratory

Four strategies that are useful in conducting research on experiential education programs are discussed and illustrated. These include: case studies, content analysis, use of a focused survey, and concept analysis. Each strategy addresses an issue particular to experiential education. Case studies allow data collection on a large number of variables related to an individual learner, and are useful in describing the diversity of a program's treatment in assessing individualized student outcomes. Content analysis involves the systematic classification and analysis of existing documentation. This methodology is also useful in experiential education research because it is unobtrusive. A focused survey is a questionnaire based on a theoretical framework that explores people's attitudes and experiences related to one or a few constructs. Concept analysis clarifies abstract concepts, determines their meanings, and identifies how concepts work during thought processes. Also included in the paper is an explanation of the proposed essential elements within nine dimensions of experiential education. The dimensions are as follows: purpose, setting, participants' characteristics, learning strategies, student roles, instructor roles, outcomes of learning activities, management and support factors, and program outcomes. (Author/GK)

ED 193 268

TM 800 583

Hanford, George H.

Assessing Learning in a Learning Society.

Pub Date—May 80

Note—18p.; Paper presented at the International Association for Educational Assessment (Sao Paulo, Brazil, May 26-31, 1980).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, *Educational Change, Educational Demand, *Educational History, *Educational Needs, *Educational Opportunities, Educational Trends, *Nontraditional Education, Postsecondary Education

Identifiers—*College Entrance Examination Board

Set in the context of shifting economic and social demands, the educational scene during the last part of the 20th century is discussed. Increasing numbers of people of all ages will be involved in different kinds of learning for varying purposes. Some will want to learn for personal satisfaction and improvement, others will need to learn to meet changes in technology and job requirements. Many learners will want and seek appraisal and assessment of their achievement. To this end, present instruments and procedures may need to be modified and improved. Learning opportunities will continue to expand and diversify, enabling prospective students to continue their education in schools, colleges and universities, on the job, at learning centers, or at home via correspondence, television, newspapers, and satellites. (Author/RL)

ED 193 269

TM 800 584

Stenzel, Norman

Committee Hearings as an Evaluation Format. Research on Evaluation Program, Paper and Report Series, No. 22.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NREL-22

Pub Date—Aug 79

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Committees, Elementary Secondary Education, *Evaluation Methods, *Hearings, Higher Education, *Investigations, *Models
Identifiers—*Congress

The use of a committee hearing format for educational evaluation is considered. The paper is divided into three sections: (1) a description of the concept of investigative committees as practiced by the United States Congress; (2) a review of recent implementation of a committee hearing format in educational evaluation; and (3) an outline of a committee hearing approach with comments directed at the application of the format. Section one is concerned with the areas of the parent body, authorization, committee membership and staffing, investigation and hearing activities, and committee reports. Section two begins with a developmental perspective, and discusses the application of procedure, and two examinations of the committee hearing. The final section, presented in outline format, displays the committee concept along with comments suggesting the potential of the analogy for educational evaluation. (Author/GK)

ED 193 270 TM 800 585

Comprehensive Basic Skills Program Review.

New Jersey State Dept. of Education, Trenton, Div. of Operations, Research, and Evaluation.
Pub Date—80

Note—563p. Colored pages may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—*Academic Achievement, *Basic Skills, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Program Effectiveness, *State Programs, *State School District Relationship
Identifiers—*New Jersey Minimum Basic Skills Program

The Comprehensive Basic Skills Program Review (CBSPR) is an essential part of the New Jersey public school evaluation and improvement process. This group of handbooks describes a process for analyzing existing school programs and practices in relation to those factors which have been identified through research to be associated with successful achievement in basic skills. Districts have the responsibility to use the results of the CBSPR to develop and implement basic skills improvement plans which appropriately fit their needs and resources. A school is selected to undergo a CBSPR if: (1) less than 65 percent of its students have met the statewide minimum standards on the Minimum Basic Skills (MBS) test in either reading, computation, or both; (2) there has not been a significantly increasing trend in the percent of students meeting the statewide standard; or (3) acceptable other evidence of pupil achievement has not been submitted by the district. Four groups involved in the CBSPR include the comprehensive review team, the local review team, the county office, and the school administrators and staff. The CBSPR handbooks deal specifically with each group's role and responsibilities, and provide guidelines for implementation at elementary and secondary levels. (RL)

ED 193 271 TM 800 586

Gifford, Janice A. Hambleton, Ronald K.

Construction and Use of Criterion-Referenced Tests in Program Evaluation Studies. Laboratory of Psychometric and Evaluation Research Report No. 102.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—14 Mar 80

Note—41p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Criterion Referenced Tests, Group Testing, *Item Sampling, Models, Norm Referenced Tests, *Program Evaluation, Sampling, *Test Construction, Test Interpretation, Test Items, *Test Reliability, Test Validity

Technical considerations associated with item selection and reliability assessment are considered in relation to criterion-referenced tests constructed to provide group information. The purpose is to emphasize test building and the evaluation of test

scores in program evaluation studies. It is stressed that an evaluator employ a performance or achievement instrument sensitive enough to reflect group/individual ability in terms of the specific goals of the program. Criterion-referenced tests are designed for this purpose. Two steps in criterion referenced test development are considered: the approach to item selection, and the assessment of score reliability. Methods for handling them in preparing and using criterion-referenced tests in program evaluation studies are offered. Norm-referenced and criterion-referenced testing within a program evaluation context are compared, and a model for developing/validating criterion-referenced tests is introduced. (Author/GK)

ED 193 272 TM 800 587

Noggle, Nelson L.

CRTs and NRTs Together.

Pub Date—Jun 79

Note—13p. Paper presented at the Annual Conference on Large Scale Assessment (Denver, CO, June, 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Computer Assisted Testing, *Criterion Referenced Tests, Diagnostic Tests, Elementary Secondary Education, *Norm Referenced Tests, Program Evaluation, *Testing Programs, Test Results
Identifiers—Test Use, *Title I Evaluation and Reporting System

The potential use of criterion referenced tests (CRT) and norm referenced tests (NRT) in the same testing program is discussed. The advantages and disadvantages of each are listed, and the best solution, a merging, is proposed. To merge CRTs and NRTs into an overall testing program, meaningful and useful to all levels, consideration must be given to the role of both survey tests and diagnostic tests, including when and why they are administered. The possibility of having norms for a CRT is discussed. Methods of equating CRTs to NRTs are mentioned; for example, Model A from the Title I system recommends a shortened version of the equipercentile approach. A list of key recommendations for this procedure is offered. A futuristic look is taken at the proposed single evaluation process, its merging accomplished through both modern measurement and computer technology. (Author/GK)

ED 193 273 TM 800 588

Harnisch, Delwyn L. And Others

Development of a Shorter, More Reliable, and More Valid Measure of Test Motivation.

Pub Date—Apr 80

Note—34p. Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *Performance Factors, Student Motivation, *Test Anxiety, Test Bias, Test Construction, *Testing Problems, Test Reliability, Test Validity

Identifiers—Illinois, *Sarason Test Anxiety Scale for Children

The focus of this paper is on improving the measurement of test anxiety. Background information is given about the role of motivation and the importance of testing. The present research is directed at developing a shorter, more reliable and valid measure of test anxiety, thus furthering the predictive, diagnostic, and test program uses of test anxiety with students of different sociocultural backgrounds. Twelve items from the relaxed Test Anxiety Scale for Children (TASC) were administered to 6300 students in grades 4, 8, and 11 in a statewide achievement survey. Statewide and local district results suggest a new 7-item relaxed form of the TASC that can be used to measure negative test motivation. Implications of the development of shorter, reliable, and valid motivational scales are discussed as they pertain to statewide and district testing and to diagnosis by teachers and other school personnel. (Author/GK)

ED 193 274

TM 800 589

Barnes, Gary T.

An Economist's View of the Uniform Methodology. ACT Special Report Twenty-One.

American Coll. Testing Program, Iowa City, Iowa.
Report No.—ACT-SR-21

Pub Date—77

Note—39p.

Available from—ACT Publications, P.O. Box 168, Iowa City, IA 52240 (\$3.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delivery Systems, *Economic Research, *Evaluation Methods, Family Financial Resources, *Finance Reform, Higher Education, *Need Analysis (Student Financial Aid), Parent Financial Contribution, *Student Financial Aid
Identifiers—Annuities, *Uniform Methodology Model

This report, concerned with an equitable procedure to determine student financial aid eligibility, argues for adoption of an annuity income measure of parents' ability to pay, and against continuation of the consensus measure developed by the Keppel Task Force-National Task Force on Student Aid Problems (the UM measure). The new Uniform Methodology (UM) measure could be implemented in two stages. In the first stage, four changes to the UM measure would be introduced. None of these changes would require the collection or analysis of additional data; they should be introduced as a package. In the second stage, the UM should be made more comprehensive by expanding the list of assets included in the resource base. The values of many of these assets will have to be estimated by calculating the discounted present value of current and projected future income from each asset. In addition, the allowances against income-living, tax, retirement—should be converted to a negative asset value by calculating the discounted present value of current and projected future allowances. Only after both stages have been implemented will the annuity income approach be complete, internally consistent, and equitable. (Author/RL)

ED 193 275

TM 800 590

Tyler, Ralph W.

Educational Evaluation: A Retrospective View.

Pub Date—Sep 80

Note—12p. Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, Educational Demand, *Educational History, Educational Innovation, *Educational Objectives, Elementary Secondary Education, Grading, *Program Evaluation, Psychometrics, Public Education, Social Change, *Testing

A broad review of educational assessment during the past 40 years (1930's to 1970's) is presented. The review begins with the birth of the term "evaluation", when the depression made educators aware of the need for new programs and ways to appraise them, and continues into an explanation of the Eight-Year Study (1933-41), which gave attention to the assessment of educational objectives and techniques of appraisal. The next milestone discussed is the changed role of public education after World War II. Instruction and the grading system, originally developed to sort students, was modified to encourage as many students as possible to further their education. The final section of the review is a consideration of various checkpoints for program assessment. These points include: (1) assessing what students have learned; (2) comparing ideas of an educational activity with realities to which they refer; (3) checking implementation; (4) monitoring program operations after implementation; and (5) appraising program outcomes according to what the students have learned. (GK)

ED 193 276

TM 800 591

Cronin, Joseph M.

Educational Research and Evaluation in the 80's: A State Perspective.

Illinois State Board of Education, Springfield.
Pub Date—Apr 80

Note—12p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type—Speeches/Meeting Papers (150) — In-

formation Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Educational Assessment, *Educational Research, Educational Trends, Lobbying, *Prediction, *Role Perception, *State Departments of Education

Viewpoints on the role of educational research and evaluation in the 1980's is presented. Remarks focus on four major themes: (1) state level research and evaluation has progressed from a passive, primarily reporting role to an active, occasionally advocacy role; (2) the educational questions and the question askers have become more sophisticated and will increase in sophistication; (3) primary consumers of state level research and evaluation have changed from other researchers and evaluators to include diverse publics (e.g., legislators, state budget analysts, lobbyists from special interest groups, TV and newspaper reporters, professional organizations, and other state government agencies); and (4) the state education agency has a unique role to play in producing and consuming research and evaluation. It is forecasted that as the decade of the 1980's disappears, state education agencies will have enhanced their current capabilities in research and evaluation to guide action of state policy makers, to provide better bases for decisions and to improve educational programs for children. (RL)

ED 193 277 TM 800 592

Underwood, Benton J. Lund, Arnold M.

The Effect of the Difficulty of One Task on the Simultaneous Learning of Another Task.

Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Aug 80

Contract—N00014-78-C-0661

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Style, *Difficulty Level,

*Paired Associate Learning, Recall (Psychology),

*Time Factors (Learning), *Verbal Learning,

Word Lists, *Word Recognition

In simultaneous learning two verbal lists are interlaced for study, with each tested separately. In the present experiments simultaneous learning was used as a means of determining the conditions under which study time or learning resources might be reallocated between lists. One of the lists was called the standard list and remained constant across the conditions of each experiment. The other list, the variable list, was manipulated to produce differences in its difficulty. If performance on the standard task varied as a function of the difficulty of the variable list a shift in study time was inferred. In one experiment the variable task difficulty was changed by manipulating word frequency, stimulus similarity, concreteness, and meaningfulness. These manipulations had little influence on performance on the standard task. However, in another experiment when words were repeated in the variable task, more time was given to the standard. When subjects knew that the variable task was to be tested for recognition they gave less study time to it than when a recall test was to be given. It was concluded that subjects reallocate study time between two tasks being learned simultaneously only when there are obvious differences in difficulty. (Author/RL)

ED 193 278 TM 800 593

The Effects of the Minimum Standards Legislation in New Jersey: A Four Year Report.

New Jersey State Dept. of Education, Trenton, Div. of Operations, Research, and Evaluation.

Pub Date—80

Note—171p. Contains some small print.

Pub Type—Reports - Research (143) — Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, *Basic Skills, *Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, *Minimum Competency Testing, Reading Achievement, Scores, Secondary School Mathematics, State Programs, Testing Programs, *Test Results

Identifiers—*New Jersey, *New Jersey Minimum Basic Skills Program

An overview is presented of the New Jersey Department of Education's activities in response to the following mandates: (1) statewide minimum stand-

ards be established for communication/computation skills; (2) students be tested annually in these areas to determine progress; and (3) remediation be provided to all students whose performance is below state standards. Also included are the results of the Minimum Basic Skills tests administered. Results from the first three years of Minimum Basic Skills testing show a significantly larger percentage of students (all grades, subjects) met the statewide standards in 1979-80 than in the previous years of testing; increases were most dramatic in elementary grade reading and mathematics; gains for secondary school students (grades 9-11) were less pronounced than the elementary grades, but also significant; generally, students obtained higher Minimum Basic Skills test scores in 1980; and a smaller percentage of students in urban centers and low socioeconomic status groups scored at or above state standards than in suburban and affluent areas. Detailed indexes and appendices are included. (Author/GK)

ED 193 279 TM 800 594

Establishing Educational Priorities through the Illinois Problems Index. Survey Instruments [and] User's Manual.

Illinois State Board of Education, Springfield. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—167p. For related document see ED 179 606.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Ancillary, School Services, Curriculum Evaluation, Educational Administration, Educational Assessment, *Educational Improvement, *Educational Needs, Elementary Secondary Education, *Evaluation Methods, *Needs Assessment, Program Evaluation, *School Districts, *School Surveys

Identifiers—*Illinois Problems Index

The Illinois Problems Index (IPI), a process with supporting survey instruments, enables local school districts to assess and evaluate the adequacy of current programs and services and plan improvements where problems exist. A User's Manual provides a step-by-step "walk through" of the process, while permitting alternative techniques for implementing the process. The IPI process contains seven clearly-defined steps. These steps involve organizing a committee, conducting five meetings, administering three assessment instruments, and acting on the basis of these findings. The steps can be implemented within a two-month period. The survey instruments cover the following 11 problem areas: (1-5) curriculum and instruction in basic skills, science, home and health science, cultural and social studies, and the arts; (6) intercurricular concepts; (7) special programs; (8) resource and support services; (9) program planning and development; (10) educational administration and policy; and (11) research and evaluation. (RL)

ED 193 280 TM 800 595

McLean, James E. Chissom, Brad S.

Evaluating Composition Skills: A Method and Example.

Pub Date—Sep 80

Note—22p. Paper presented at the Annual Meeting of the Evaluation Network (6th, Memphis, TN, September 29-October 1, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, Informal Assessment, *Reliability, *Scoring, *Writing (Composition), *Writing Skills

Identifiers—*Holistic Evaluation

Holistic evaluation is a reliable, valid, and cost-effective alternative to the usual mechanical assessment of writing. Writing samples are scored on a five-point scale against an overall impression of development, organization, and coherency. The method was applied to the Communication Activities Skills Project (CASP) for grades 3-12. Writing samples were collected before and after the Project from experimental and control groups, using a stimulus question. Three or four teachers rated each sample, after three days of holistic evaluation training. To eliminate possible bias, raters were not aware of the research group origin of the sample, and scoring was anonymous. Reliability coefficients were measured for the pre-Project and post-Project samples, the difference between them, and choice of

best sample. Coefficients ranged from .62 to .95; most were above .75. Results on the relative performance of control and experimental groups conflicted, depending on the method of comparison: analysis of variance vs proportion. Detailed information concerning the holistic method and the rating categories is appended. (GK)

ED 193 281 TM 800 596

Everett, Bruce E. McLaughlin, Donald H.

An Exploratory Study of Barriers to Usage of Large Scale Data Bases such as Project TALENT.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Grant—NIE-G-74-0003

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Bases, Data Processing, Educational Research, *Information Dissemination, *Information Utilization, *Researchers, Social Sciences, Surveys, *User Satisfaction (Information), *Use Studies

Identifiers—*Project TALENT

To assess the potential user population for Project TALENT data and to identify barriers to usage of the data for secondary analysis, a small telephone survey of leading large-scale survey researchers was undertaken. The survey was designed to elicit suggestions for strategies for reducing barriers to use of the data. Four levels of barrier were considered: unawareness of the existence of the data base, negative attitudes about secondary analysis, specific difficulties or deficiencies of the data base, and cost of data processing. In the case of Project TALENT, most researchers were aware of its existence, but not of the scope of information contained in the data base; half expressed negative feelings about secondary analysis in general. Most respondents felt that useful data were present and expressed interest in future use. For established researchers, costs at the level required for use of Project TALENT data were not perceived as a barrier. Recommendations obtained from the respondents for improving usage matched the steps taken by the TALENT staff, although some areas were identified where additional effort was needed. (Author/GK)

ED 193 282 TM 800 597

Ellett, Frederick S., Jr.

Fairness and the Predictors.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—101p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Admission, *College Entrance Examinations, *Culture Fair Tests, Higher Education, *Predictive Validity, *Selection, *Test Bias, Testing Problems, Test Validity

Certain conditions are investigated as to whether they are necessary or sufficient to indicate the fairness of a test, or predictor, in its role in the college admissions procedure. Eight general positions are considered that have claimed to provide sufficient conditions for the unbiasedness of a standardized test or predictor: (1) equal test score means for the relevant groups; (2) equality of prediction systems; (3) equal risk (Einhorn and Bass); (4) constant ratio of acceptance for different groups (Thorndike); (5) equal conditional probability of selection (Cole); (6) equal probability of selection; (7) a culture-modified criterion (Darlington); and (8) equal expected utility (Petersen and Novick). These positions are described, and it is argued that none of the positions provides a sufficient condition for fairness; that only two provide conditions which are necessary for fairness in special situations; and that current selection policies using standardized tests are only fair in the grossest sense. A policy is recommended that uses the "best available predictors," but in a way which is reasonably efficient and more fair than current practices. (Author/GK)

ED 193 283 TM 800 598

Townsend, Michael A. R. Mahoney, Peggy
Humor and Anxiety: Effects on Class Test Performance.

Pub Date—Apr 80

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Anxiety, *Higher Education, *Humor, *Scores, *Test Anxiety, *Testing Problems, *Test Items
Identifiers—State Trait Anxiety Inventory (Spielberger)

The roles of humor and anxiety in test performance were investigated. Measures of trait anxiety, state anxiety and achievement were obtained on a sample of undergraduate students; the A-Trait and A-State scales of the State-Trait Anxiety Inventory were used. Half of the students received additional humorous items in the achievement test. The purpose of the study was to examine the assumption that the introduction of humor into the academic test situation would facilitate achievement test performance for highly anxious students. Results of the study did not support this thesis; this finding conflicts with two previous investigations of the interaction of humor and anxiety in test performance. The major difference between the studies involves the method of humor presentation. The inclusion of humorous items as a pedagogical device may, however, be detrimental to high anxiety students, who displayed lower achievement than the low anxiety students on the humorous version of the test. (Author/GK)

ED 193 284 TM 800 599

Vernon, Philip E.

Intelligence Testing 1928-1978: What Next?

Scottish Council for Research in Education.

Pub Date—79

Note—35p.; Paper presented to the Fellowship of the Scottish Council for Research in Education (Edinburgh, September 8, 1978).

Available from—The Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, Scotland (L0.70)

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Development, Educational History, *Intelligence, Intelligence Quotient, *Intelligence Tests, *Nature Nurture Controversy, *Testing Problems, Test Reliability

Attention is drawn to the ways in which current conceptions of intelligence and its measurement differ from those which were generally accepted in 1928. The following principles underlying intelligence testing were generally agreed upon in 1928: (1) the assumption of intelligence as a recognizable attribute, responsible for differences among children and adults in learning, reasoning, and other cognitive capacities; (2) the principle that sampling appropriate mental tasks and norming scores against distribution in the population yields IQs acceptable as quantitative measures of level of intelligence; and (3) essentially innate and genetically determined, intelligence develops with age, regardless of the environment. These statements are contrasted to 1978 thinking, and the following common criticisms of intelligence testing are highlighted: most item types are developed haphazardly without clear rationale; group tests are often given by untrained lay people under poorly controlled conditions; test results depend on practice and motivation; the tests are unreliable, and, the public feels threatened by tests. The remainder of the paper is a look at recent investigations supporting genetic/environmental factors on intellectual growth. (GK)

ED 193 285 TM 800 600

Zinkel, Cal

Phenomenology, Multiple Realities and Educational Evaluation. Research on Evaluation Program, Paper and Report Series, No. 21.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NREL-21

Pub Date—Jul 79

Note—75p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Assessment, Ethnography, *Evaluation Methods, Models, *Perspective Taking, *Program Evaluation
Identifiers—*Multiple Realities, Objectivity, *Phenomenological Evaluation, Subjectivity

The phenomenological point of view is described, particularly the use of multiple realities as employed by sociologists to increase phenomenological understanding. Examples of applying the multiple reality approach to education are discussed. Part One is an introduction to the theme, "Phenomenology, Multiple Realities and Educational Evaluation." In this section, a concept (multiple realities) and a technique (analyzing data via different perspectives), used by phenomenologists—which may have value for educational evaluators—are identified and illustrated. The presentation of this section is nontechnical. Part II is a clarification of issues which have developed as a result of critical comments and reflection on the theme by the author. Additional questions for reflection are posed for such areas as paradigms, objectivity/subjectivity, methodology of phenomenology, and the relationship of phenomenology as an evaluation model with other models which are supportive of a subjective approach. (Author/GK)

ED 193 286 TM 800 601

Caulley, Darrel N.

The Quantitative and Qualitative in the Physical Sciences and the Implications for Evaluation. Research on Evaluation Program, Paper and Report Series, No. 25.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—REL-25

Pub Date—Sep 79

Note—119p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Data, *Measurement Techniques, Number Concepts, *Physical Sciences, Program Evaluation, *Social Sciences
Identifiers—Counting, *Qualitative Data, *Quantitative Data, Ranking

Significant questions are addressed in an extensive discussion of the differences between qualitative and quantitative concepts and measurement strategies in the physical sciences. Also included is a discussion of number-generating activities often grouped in the social sciences under the term of measurement. Implications for the redirection of evaluation practice are considered. Specifically, Part I of the report distinguishes between the different types of concepts and the data associated with them. One conclusion is that the initial understanding of a phenomenon must be through qualitative concepts, and from them quantitative concepts may evolve. Part II examines various ways in which numbers are assigned; concluding that neither assignment nor measurement is synonymous with quantification. Part III examines the history of both the qualitative and quantitative in the physical sciences, and the implications for evaluation. The main idea of Part III is that much qualitative work has been prerequisite to fruitful quantification in the physical sciences. Because evaluation draws on the social sciences, which are in early developmental stages, quantification in evaluation may not be as fruitful as qualitative methodology. (Author/GK)

ED 193 287 TM 800 602

Hunt, Barbara, Comp.

Research and Evaluation Studies from Large School Systems 1979.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—400-78-0003

Note—67p.; For related documents see ED 142 584, ED 166 262, ED 182 350

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (free)

Pub Type—Reference Materials—Bibliographies (131)—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Annotated Bibliographies, *Educational Assessment, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Foreign Countries, Program Effectiveness, *Program Evaluation, *Public Schools, *Research Projects, *School Districts

Identifiers—Canada, United States

The overview of the research and evaluation activities sponsored or conducted by the larger school systems in the United States and Canada provides references to studies in areas of concern to educators today. As an index to research and evaluation efforts, this annotated bibliography will facilitate the exchange of information by local school systems. The 216-item bibliography is based on a search of the material announced in Resources in Education (RIE) and Current Index to Journals in Education (CIJE) from January to December 1979. The citations are arranged in numerical order by ED (RIE) and EJ (CIJE) accession numbers. Each entry provides the following information: ERIC accession number (ED or EJ plus six digits), author, title, source, date of publication, and brief abstract of the material. Subject, author, and institution indexes appear at the end of the bibliography. The institution index includes the full address of each school district and the name and telephone number of a contact person. ERIC documents, material cited with ED accession numbers, may be purchased in paper copy or in microfiche from the ERIC Document Reproduction Service (EDRS). An EDRS order form follows the indexes at the back of the book. (Author)

ED 193 288 TM 800 603

van Houten, Carel A.

Setting Standards of Performance; Towards a Teacher Referenced Test System.

Pub Date—Jun 80

Note—24p.; Paper presented at the Fourth International Symposium on Educational Testing (Antwerp, Belgium, June 24-27, 1980). Some print may not reproduce clearly.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Diagnostic Tests, Elementary Education, *Elementary School Mathematics, Foreign Countries, Formative Evaluation, Item Banks, Mathematics Curriculum, Mathematics Materials, *Remedial Mathematics, Summative Evaluation, *Test Construction, Testing Programs, Test Validity
Identifiers—*Netherlands, Teacher Referenced Tests

A "teacher referenced" test system is discussed in terms of its development, evaluation of implementation, and final validation. This diagnostic test system for problems in primary mathematics in Holland provides reliable, applicable information about both the learning process for the classroom teacher, and diagnostic instruments and materials used in remediation. One of the early large scale studies involved 29,000 primary school children: findings based on a 10 percent sample revealed that 75 percent of the problems could be diagnosed as a lack of understanding of mathematical concepts; only 25 percent were due to a lack of training. Steps in the test development process included an extensive qualitative orientation phase, and a total of five research and development revision cycles, each including evaluation of the actual school situation and the curriculum content being taught. The test system puts the teacher in charge of setting standards by "pin-pointing" white spots in the curriculum and remediation of pupil problems. (RL)

ED 193 289 TM 800 604

Byrne, Carolyn D.

Setting the State Reference Point for the Reading Test for New York State Elementary Schools.

Pub Date—Apr 80

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, Elementary Education, Grade 5, Grade 6, *Minimum Competency Testing, *Reading Achievement, *Reading Comprehension, Reading Diagnosis, *Reading Tests, State School District Relationship, *State Standards

Identifiers—*New York, *New York State Basic

Competency Test in Reading

How the reference point for the Reading Test for New York State Elementary Schools was set is described. A sampling plan was used to define de facto reading standards in grades 5 and 6. Textbooks in English-Language Arts, science, social studies, health, and safety most used in those grades were determined by mailing a questionnaire to the superintendents of 41 randomly selected school districts in New York. Passages from the texts were analyzed using the Bornumth readability formula, and then converted to Degrees of Reading Power (DRP) units. Results indicated that the readability of textbooks was about the same for grades 5 and 6, and was relatively homogeneous across subjects and within subjects for grade 6. Administered at the beginning of grade 6, the standard reference point for the test was based upon the mean readability in DRP units of grades 5 and 6 textbooks combined. Remediation is required for students scoring below the reference point. (RL)

ED 193 290 TM 800 605

Carlson, Les Reynolds, Cecil R.

Specific Variance of the WPPSI Subtests at Six Age Levels.

Pub Date—Sep 80

Note—17p. Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age. *Cognitive Measurement. Error of Measurement. *Factor Analysis. *Intelligence Tests. *Preschool Education. *Preschool Tests. Sampling. Young Children

Identifiers—Wechsler Preschool Primary Scale of Intelligence

Factor analyses of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) was conducted. The random sample included 100 boys and 100 girls beginning at age four with increments of 6 months up to age 6 1/2. The intercorrelation matrix of the 11 WPPSI subtests at each of the age levels was factor analyzed, and the percent of common, specific, and error variance was calculated for each subtest. The two-factor solution, closely approximating Wechsler's a priori grouping into Verbal and Performance scales, was retained at each age level as the most psychologically and psychometrically sound solution to describe the 11 WPPSI subtests. Calculation of the coefficients of congruence confirmed the stability of the factor structure across all age levels. With the exception of subtests Information and Comprehension, there appears to be adequate test specificity to allow for individual interpretation in the determination of a child's cognitive strengths and weaknesses prior to developing and implementing an individual educational program. (RL)

ED 193 291 TM 800 606

Adams, David W.

Standards and the Development of Professions: Implications for Educational Evaluation.

Pub Date—Apr 80

Note—23p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation. *Evaluators. Professional Education. *Professional Occupations. *Professional Services. *Standards

Identifiers—Professional Autonomy. Professional Role

Basic ways in which standards are generated and/or applied in developing professions are identified. Analysis of six sociologically defined characteristics of professions yields six generalized roles standards play in the establishment, development and maintenance of occupations as professions. The six central characteristics are: (1) definite, essential social service; (2) special, elaborate conceptual base; (3) extended special training; (4) autonomy and personal responsibility in practice; (5) dedication to clients over personal gain; and (6) identity, protection, and enforcement through a specialized organization. In turn, standards operate in legitimizing the social value of occupations; establishing the credibility and authority of conceptual bases of practice; determining the adequacy of training programs and the qualifications of trainees; defining the boundaries of

expert authority and professional responsibility; defining the conditions of faithful service to clients; and defining common values which underlie organizational identity, protection, and enforcement. These generalized roles are applied to practices in educational evaluation to raise fundamental questions about the possibility and desirability of professionalizing educational evaluation. (Author/GK)

ED 193 292 TM 800 607

Beck, Michael D.

Student and Teacher Attitudes Toward Standardized Tests: A Summary of Two Surveys.

Pub Date—Jun 80

Note—24p. Paper presented at the National Institute of Education Invitational Conference on Test Use (Washington, DC, June, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Elementary Secondary Education, Psychometrics. *Researchers. *Standardized Tests. *Student Attitudes. *Teacher Attitudes. Testing

Identifiers—National Council on Measurement in Education

Data presented relate to the attitudes of elementary/secondary school teachers and students concerning standardized testing. Additional data provide a comparison of the attitudes of these groups with those predicted or expected of them by members of the National Council on Measurement in Education. The data are based on previous surveys, and provide an encouraging look at the reality of test interpretation in the schools. Overall, it is concluded that both students and teachers view standardized tests as one component of the ongoing instructional program—sometimes useful, sometimes not. They view test results with limited respect and healthy skepticism. A related conclusion is that measurement specialists generally do not have a good understanding of the opinions about standardized testing held by the users of such instruments. The attitudes predicted of teachers by test specialists are closer to the generalizations made by opponents of testing in the popular media than they are to reality. (GK)

ED 193 293 TM 800 608

Gillmore, Gerald M.

Student Instructional Ratings: To What Universe Can We Dependably Generalize Results?

Pub Date—Apr 80

Note—24p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aptitude Treatment Interaction. Course Evaluation. *Generalization, Higher Education. *Measurement Techniques. Research Design. *Research Problems. Sampling. *Student Evaluation of Teacher Performance. *Test Validity

Identifiers—*Generalizability Theory

The generalizability issue is reviewed through previously published results and by presenting new data. When classes (teacher-course combinations) are used as the object of measurement, studies show very consistent results. However, when either the teacher or the course is treated as the object of measurement, with the other being a facet over which generalization is desired, results are highly inconsistent, especially with regard to the effects of discipline and item content. The hypothesis that discrepancies are largely due to sampling fluctuations in variance component estimates is presented. For teachers and courses as objects of measurement, a closer look at item content and discipline is needed; also necessary, however, is an investigation of course, teacher, and student characteristics, and teaching/learning styles. The pooling of institutional data is one possible way of moving closer to definitiveness. (Author/GK)

ED 193 294 TM 800 609

Weir, Eric

Types of Explanation in Educational Evaluation. Research on Evaluation Program, Paper and Report Series No. 34.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-80-0105

Note—55p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability. *Evaluation Methods. *Evaluative Thinking. Evaluators, Models. *Program Evaluation

Identifiers—*Explanations

Three types of explanation in evaluation are discussed: causal explanations, explanations of actions, and explanations of value judgments. The role and importance of each form is addressed, as are alternate approaches to providing such explanation. The concept of explanation is defined as anything said or done to help someone understand something. The classification of explanation is based on a distinction between types and methods. Methods are identified and defined: descriptive, narrative, genetic, experimental, and theoretical. Two of these types of explanation—action and value explanation—have generally been neglected in evaluation. Causal explanation has been interpreted in a narrow fashion, and causal claims not satisfying its requirements have been regarded as unsound. Action and value explanations have objective significance which is capable of being spelled out empirically, and they are therefore susceptible to public testing. It is concluded that, in spite of imperfect circumstances, there are ways of responsibly arriving at intellectually and morally sound explanations; although the available means are demanding on the judgment and conscience of the evaluator. (Author/GK)

ED 193 295 TM 800 610

Gabriel, Roy M.

Use of Composite Scores in Title I Evaluation.

Pub Date—Apr 80

Note—20p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Elementary Secondary Education. *Evaluation Criteria. *Evaluation Methods. Measurement Techniques. *Outcomes of Education. Predictor Variables. Weighted Scores

Identifiers—*Composite Scores. Elementary Secondary Education Act Title I. Evaluation Problems. RMC Models. *Title I Evaluation and Reporting System

Three principal uses of composite variables in the Title I Evaluation and Reporting System (TIERS) are examined in light of four basic methodological issues: (1) the criterion used in constructing the composite; (2) the likely reliability of both component and criterion variables; (3) the form of the relationship between components and criterion; and (4) the weighting schemes used to combine the component variables to form the composite. The first usage of composite requires "expert" judgment to assemble, weight, and combine information from several variables. Methods used to select students typically do not have well-defined, measurable criteria, and require a linear approach with a simple weighting scheme. A second usage of composite requires that a set of predictors be weighted and combined to predict a single outcome variable. A prediction framework typically includes a measured criterion variable and permits consideration of a variety of alternative models and weighting schemes. A composite predictor of student achievement gains may even uncover these aspects of the program relating to student gains. A third usage of composites which weights and combines multiple outcomes measures may incorporate such relevant constructs as students' self-concept or attitudes toward school. (RL)

ED 193 296 TM 800 611

Avant, Glen R. O'Brien, Michael L.

Developing, Field Testing and Calibrating a Word Analysis Skill Inventory.

Pub Date—Mar 80

Note—46p. Paper presented at the Annual Meeting of the Eastern Educational Research Association (Norfolk, VA, March 5-8, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Programs. *Diagnostic Tests. Elementary Secondary Education. Field Tests. Goodness of Fit. Item Analysis. *Latent Trait Theory. Reading Diagnosis. Reading Skills. *Test Construction. Test Validity. *Word Recognition

dition. *Word Study Skills
Identifiers—*Emory Word Analysis Skill Inventory. *Rasch Model

The Rasch Model was used to define the word, analysis skill variable and to develop, field test, and calibrate a corresponding test for grades 2-12: the Emory Word Analysis Skill Inventory (EWASI). Word analysis objectives focusing on content and hierarchical levels of difficulty were identified and field tested with 78 students, grades 2-12, enrolled in a clinical reading program. The original 431 items in 22 subscales were then calibrated to parallel forms A and B. Each form contained 137 items in 13 subscales and three subgroups labelled: consonants, vowels, and word structure; 134 items clearly fit the test. Each form has the same item difficulty, width, and precision. (RL)

ED 193 297 TM 800 612

Ekstrom, Ruth B.
Issues of Test Bias and Validity.
Pub Date—Sep 79

Note—17p. Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, September 3, 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Criteria, Psychometrics, *Test Bias, Test Construction, *Testing Problems, *Test Reliability, Test Selection, *Test Validity
Identifiers—*Standards for Educational and Psychological Tests

Three areas of concern related to test bias and validity should be considered during the revision of the Standards for Educational and Psychological Tests. The first area concerns the sources and consequences of test bias. Five sources of bias have been identified: numerical bias, role bias, status bias, stereotypic bias, and familiarity bias. The revised Standards should address each of these types of bias. Another set of problems to be considered are those related to the choice of a criterion in validity studies. Such problems include evaluation of criteria in aptitude test development, an evaluation of predictors in selection procedures, and the appropriateness of techniques based upon person matching. The third main area of concern is that of construct validity and problems related to the use of factors as criteria. Psychologists should focus on the inferences that must be made in a selection situation, rather than on rigid validity categories, and then to plan an appropriate validation strategy. (Author/GK)

ED 193 298 TM 800 613

Echternacht, Gary
No Treatment Expectations: Estimating the Unobserved and Implications for Interpreting NCE Gains.

Pub Date—Apr 80

Note—13p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Program Evaluation, State School District Relationship, *Test Interpretation, Test Norms, Test Results, *Test Validity

Identifiers—Elementary Secondary Education Act Title I, *Normal Curve Equivalent Scores, *Title I Evaluation and Reporting System

The Normal Curve Equivalent (NCE) gain statistic is examined, and considerations for its interpretation are highlighted. The NCE gain is made up of an observed and an expected part. The observed score is the posttest result. The expected score can never be observed nor verified for any of the Title I Evaluation and Reporting System (TIERS) models; it depends on a theory of growth to estimate expected performance, and each of the TIERS models assumes a different theory of growth. Therefore, NCE gains will vary according to the methodology employed. Five distinct considerations educators need to keep in mind when trying to interpret NCE gains include: (1) no matter what the NCE gain turns out to be, it could have come out differently; (2) evaluation results are valid to the extent that the achievement tests used are valid; (3) different methodologies will yield different results; (4) individual NCE gains must be treated with extreme caution; and (5) group results become more valid as the size of the group increases. (RL)

ED 193 299 TM 800 614

Perry-Miller, Mizzi And Others
Developmental Education Evaluation Model.
Pub Date—80

Note—17p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Developmental Studies Programs, *Formative Evaluation, *Models, *Multicampus Colleges, *Needs Assessment, *Program Evaluation, Two Year Colleges

Identifiers—*Cuyahoga Community College Cleveland OH, Ohio (Cuyahoga County)

A developmental education evaluation model designed to be used at a multi-unit urban community college is described. The purpose of the design was to determine the cost effectiveness/worth of programs in order to initiate self-improvement. A needs assessment was conducted by interviewing and tapping the responses of students, faculty, staff, and administrators at the institution. Six components identified to be evaluated in the college's developmental education program included: (1) direct instructional program; (2) individualized self-paced learning program; (3) instructional support services; (4) instructional delivery systems; (5) cost of instructional and support services; and (6) such components as facilities, personnel attitude, qualifications of instructors, logistics, etc. For each of the components, the evaluation model took into consideration the following factors: criteria; properties; methodology; instrumentation; sample; variables; references; resources needed; estimated cost; and planned sequence of activities. The importance of the model is that the evaluation provides documented data of the quality needed to make educated decisions having major impact on students. (Author/RL)

ED 193 300 TM 800 615

Haebara, Tomokazu
Equating Logistic Ability Scales by a Weighted Least Squares Method. Iowa Testing Programs Occasional Papers, Number 27.

Report No.—ITPOP27

Pub Date—Aug 80

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Discriminant Analysis, *Equated Scores, Goodness of Fit, Grade 7, Grade 9, *Intelligence Tests, Item Analysis, Junior High Schools, *Latent Trait Theory, Least Squares Statistics, *Mathematical Models, *Measures (Individuals)

Identifiers—*Optimal Scaling
This study develops a weighted least squares method for transforming a logistic scale in such a way that the estimates of ability parameters on the transformed scale are as comparable as possible with those on another scale. This scale transformation process is referred to as equating of scales. Equating is an important procedure in studies involving the logistic model and the latent trait model in general; the equating method presented deals with situations in which there are two separately scaled tests that have only some items in common (vertical equating or horizontal equating) or all items in common (horizontal equating). The necessity for equating in the later case arises when two scales have been derived by using two different groups of examinees which may have different characteristics pertinent to the results of scaling. In the former case (only some items common), the groups of examinees may or may not be overlapped. As one of the optimum estimation procedures, a weighted least squares method is introduced and applied to an achievement scale and an intelligence test. An advantage of the method over previously proposed methods is that highly discriminating items tend to affect equating more strongly than less discriminating items. (Author/RL)

ED 193 301 TM 800 616

Thompson, Bruce Frankiewicz, Ronald G.
Estimating Reliability of Factor Analytic Results.
Pub Date—80

Note—16p. Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Error of Measurement, *Factor Analysis, *Measures (Individuals), *Test Reliability, Weighted Scores
Identifiers—*Alpha Coefficient, Dressel (P L), *Estimation (Mathematics)

A procedure for estimating reliability in a factor analytic context, when reliability of the extracted factors is not an emphasis, is identified. The procedure is an extension of Dressel's work and might be applied in attitude measurement. It assesses how homogeneous the weighted original item responses are, when they are scored for pattern congruity. Four data sets generated to simulate different sample sizes, numbers of variables, numbers of variables per factor, and proportions of randomly generated error, were analyzed with alpha factor analysis followed by rotation to the varimax criterion. Subsequently, both types of consistency estimates were calculated. Results indicate that the two indices are sensitive to different data characteristics. The alpha coefficients are primarily sensitive to the variance each factor explains, as reflected by the number and magnitude of the salient pattern coefficients associated with each factor. The Dressel coefficients, however, are sensitive to the proportion of error embedded in the original data, and are less sensitive to the number of salient items associated with each factor. (RL)

ED 193 302 TM 800 617

Mayekawa, Shin-ichi Haebara, Tomokazu
Estimation of the Reliability of a Test Consistency of More Than Three Congeneric Parts. Iowa Testing Programs Occasional Papers, Number 28.

Report No.—ITPOP28

Pub Date—May 80

Note—17p. Paper presented at the Psychometric Society Meetings (Iowa City, IA, May, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Least Squares Statistics, Mathematical Models, *Test Reliability
Identifiers—*Estimation (Mathematics), Reliability Formulas

A least squares approach to estimating the reliability of a measure consisting of more than three content homogeneous or congeneric parts is proposed. The advantages of this method over a more indirect approach in which certain parts of a measure are combined to use Kristof's or Feldt's coefficients are examined. One hundred four-part tests were created by randomly assigning certain items from a 48-item mathematics achievement test to each of the four parts. Data on 400 examinees who took the test were divided into five subsets. Seven estimates of reliability were computed for 100 random splits for each subset of data. Some of the main results included: (1) there is a consistent order in the magnitudes of the means of the coefficients, regardless of sample size; (2) values of the average of the Kristof coefficients are greater than unity when sample size is small; (3) the proposed coefficient has smaller standard deviation and range than the Kristof coefficient; and (4) the Feldt coefficient tends to have smaller standard deviation and range than the proposed coefficient, and depends on the assumption that the error variance of a part is proportional to its length. (Author/RL)

ED 193 303 TM 800 618

Samejima, Fumiko
Estimation of the Operating Characteristics When the Test Information of the Old Test Is Not Constant. I. Rationale. Research Report 80-2.
Tennessee Univ., Knoxville, Dept. of Psychology, Spans Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Jun 80

Contract—N00014-77-C-0360

Note—106p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Difficulty Level, Item Analysis, *Latent Trait Theory, Least Squares Statistics, Mathematical Models, *Maximum Likelihood Statistics, Measurement Techniques, *Test Items
Identifiers—*Polynomial Regression Models

Many combinations of a method and an approach for estimating the operating characteristics of the graded item responses, without assuming any mathematical forms, have been produced. In these methods, a set of items whose characteristics are known,

or Old Test, is used, which has a large, constant amount of test information throughout the interval of the latent trait of interest. The rationale is presented to generalize these methods so that they are made applicable when the test information of the Old Test is not constant. Both the transformation-free character of the maximum likelihood estimator and the method of moments for fitting a polynomial as the least squares solution play important roles in this rationale. Comparison of results using different types of test information functions are presented. The procedures presented in this paper will be applied in a simulation study, and published as separate papers, in order to investigate how the theory works in practice. (Author/RL)

ED 193 304 TM 800 619

Richardson, Ellis And Others
Interim Manual for the DST: Decoding Skills Test.
State Univ. of New York, Stony Brook, Long Island Research Inst.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—[79]

Contract—NICHD-I-HD-2837

Note—97p; Not available in paper copy due to marginal legibility.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decoding (Reading), *Diagnostic Tests, Dyslexia, Elementary Education, Oral Reading, Phoneme Grapheme Correspondence, Reading Difficulties, *Scoring, *Testing, Test Interpretation, Test Reliability, Test Validity, Word Recognition

Identifiers—*Decoding Skills Test, *Test Manuals
The Decoding Skills Test (DST) was developed to provide a detailed measurement of decoding skills which could be used in research on developmental dyslexia. Another purpose of the test is to provide a diagnostic-prescriptive instrument to be used in the evaluation of, and program planning for, children needing remedial reading. The test is criterion referenced, and consists of three subtests: Basal Word Recognition—11 lists of 10 words each (Subtest I); Phonics Decoding—lists of real/nonsense words (Subtest II); and Oral Passage Reading—11 passages corresponding to Subtest I (Subtest III). Although it does not emphasize comprehension ability, a "simple recall" comprehension supplement is included for detection of gross comprehension deficiencies. The manual explains test instructions, administration, and scoring procedures. Diagnostic scoring information and current uses of the DST for research and evaluation are also included; a copy of the DST is appended. (GK)

ED 193 305 TM 800 620

Somejima, Fumiko

Is Bayesian Estimation Proper for Estimating the Individual's Ability? Research Report 80-3.

Tennessee Univ., Knoxville. Dept. of Psychology.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Jul 80

Contract—N00014-77-C-0360

Note—155p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Bayesian Statistics, Computer Assisted Testing, Information Utilization, *Latent Trait Theory, *Maximum Likelihood Statistics, *Measurement Techniques, Statistical Analysis, *Statistical Bias

The effect of prior information in Bayesian estimation is considered, mainly from the standpoint of objective testing. In the estimation of a parameter belonging to an individual, the prior information is, in most cases, the density function of the population to which the individual belongs. Bayesian estimation was compared with maximum likelihood estimation, a population-free estimation. Using several different types of tests, including both paper-and-pencil tests and computerized adaptive tests, the effect of priors on the resultant estimate was observed. It was pointed out that the use of priors in Bayesian estimation results in biases which favor certain individuals over certain other individuals, even though they are exactly equal with respect to their ability levels. An alternative method of using the maximum likelihood estimation with the replacement of positive and negative infinities for the two extreme response patterns, by a pair of new estimates, was proposed, and the resulting regression shows less bias than that of the Bayes modal estimate. (RL)

estimate. (RL)

ED 193 306 TM 800 621

Baker, John R. And Others

Kogan's Attitudes Toward Old People Scale: An Assessment of the Effects of Acquiescence Response Set.

Alabama Univ., Birmingham. School of Medicine.
Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date—Nov 79

Grant—90-A-1401(01)

Note—16p; Paper presented at the Annual Conference of the Mid-South Educational Research Association (8th, Little Rock, AR, November, 1979).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *Gerontology, Graduate Medical Students, Higher Education, *Medical Services, *Older Adults, *Response Style (Tests), Social Attitudes, Testing Problems
Identifiers—*Acquiescence, Agreement Response Scale (Couch and Keniston), Attitudes Toward Old People Scale, Kogan, Likert Scales, Social Desirability

A correlational study was done on the effect of acquiescence response set upon Kogan's Attitudes Toward Old People (OP) scale. Couch and Keniston's Agreement Response (AR) scale was used as the measure of acquiescence tendency. Both scales were administered to 61 second year medical students and 44 individuals who were undergoing training in gerontology. No differences emerged for either sample group on the OP or AR scale, but both had consistently more positive than negative sentiments concerning old people. OP total scores and a subset of negatively worded OP items were found to correlate significantly in the negative direction with AR. However, acquiescence accounted for only 18% and 7%, respectively, of the score variance on OP total and OP negatively worded item subtest scores. The effect of AR was also examined by individual OP item-AR total score correlations. It was concluded that although acquiescence has a minor effect upon responses to the OP scale it appears that the item content of Kogan's scale is a more powerful influence upon respondents. (Author/GK)

ED 193 307 TM 800 622

Johnson, Eugene G. And Others

Measures of Scorer Agreement and Patterns of Disagreement.

Pub Date—Mar 78

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Experimenter Characteristics, *National Surveys, Sampling, *Scoring, Situational Tests, Testing Problems, *Test Reliability

Identifiers—*Interrater Reliability, *National Assessment of Educational Progress

The scoring scheme of the National Assessment of Educational Progress (NAEP) is studied, as well as techniques for estimating its reliability. NAEP data are collected on students of age 13 in the fall, age 9 in the winter, and age 17 in the spring. The scoring task, involving hand scoring of open-ended items, may vary between 25,000 responses to 10 items and 1,000,000 responses to 400 items. The size of the scoring staff may vary between two and 20 scorers, and their work is subject to 10 percent quality control over the entire scoring period. The general scoring scheme requires that responses be divided into two overall evaluative categories: acceptable and unacceptable. Acceptable responses provide some evidence that the respondent meets the relevant educational objective; unacceptable responses are not adequate to provide evidence. A discussion of techniques for estimating reliability of the scoring scheme involves: (1) determining the percent of observed agreement among scorers and comparing it to the agreement one would expect on the basis of chance alone; and (2) examining the patterns of disagreement in the scoring of individuals. The test statistics for measuring disagreement are applied to data from multi-way tables. (RL)

ED 193 308 TM 800 623

Mellenbergh, Gideon J. Vijn, Pieter

Mental Test Data and Contingency Tables.

Pub Date—Jun 80

Note—15p; Paper presented at the 1980 European Meeting of the Psychometric Society (Groningen, The Netherlands, June 19-21, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, *Cognitive Measurement, Foreign Countries, *Latent Trait Theory, *Mathematical Models, Maximum Likelihood Statistics, Multidimensional Scaling, *Multivariate Analysis, Psychometrics, Sampling, *Test Bias, Test Theory, White Students

Identifiers—Frequency Analysis, Frequency Data, *Log Linear Models, Netherlands, *Rasch Model

Data are summarized in Scheuneman's Score x Group x Response frequency table in order to investigate item bias. The data can arise from two different sampling models: (1) multinomial sampling in which a fixed sample size is used and the responses are cross-classified according to score, group, and response; and (2) product-multinomial sampling in which for each group a fixed sample size is used and the responses are cross-classified according to score and response; Data for both sampling models were analyzed using two logit models, i.e. special cases of log linear models, and results of the procedure were applied to Scheuneman's data using the program ECTA. The item was uniformly biased as shown by whites performing better than blacks in all score categories. Using a frequency table derived from Table 2 of Perlone, Wright, and Wainer's nine-item scale for parole decision data, the linear logit model and the Rasch Model were found to be equivalent. Consequently, the estimates for the parameters in the log linear model yield unconditional maximum likelihood estimates for the parameters in the Rasch Model. (RL)

ED 193 309 TM 800 624

Boldovici, John A. Drucker, Eugene H.

The Negligible Effects of Process-Product Distinctions on Evaluation Quality.

Pub Date—Oct 79

Note—8p; Paper presented at the Annual Meeting of the Military Testing Association (21st, San Diego, CA, October 15-19, 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, *Formative Evaluation, *Measurement, Measurement Objectives, *Summative Evaluation

Sources of confusion about the distinction between process and product measurement are identified, and the effect of the distinction on evaluation quality is shown. Process measurement involves the measure of behavior, performance of a task which generates no products, an independent variable or treatment, use in diagnosing performance, and means. Product measurement involves the measure of a trace ("product") of behavior, performance of a task which generates products, a dependent variable or outcome, use in certifying performance, and ends. Four kinds of evaluation may result from various combinations of precision and imprecision in standards on the one hand, and measurement or estimation of behavior or products on the other. Evaluation improves with the extent to which it consists of comparing measured characteristics of behavior or products with well defined standards, and its quality does not depend on whether process (behavior) or product (trace of behavior) has been measured. (RL)

ED 193 310 TM 800 625

O'Triel, Frances S. Terry, B. Diane

A New Instrument for Measuring Teacher Effectiveness.

Pub Date—Mar 78

Note—14p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March, 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Criteria, *Expectation, Higher Education, *Q Methodology, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, Test Construction, Test Validity

A 24-item Q-sort faculty evaluation instrument based on Spady's model of teacher competency was constructed and piloted. Following the second pilot

and factor analysis of the data, the items were reduced to 16. Test-retest reliability was .81. High correlations between items and their subscale total and low interitem correlations indicate independence of items. The instrument is administered at the beginning of the semester according to students' perceptions of an ideal professor for the course and at the end as a measure of the students' perception of the professor of the course. Comparison of pre-post results indicates professor's performance in relation to students' expectancies. Since these are known at the beginning of the course, the instructor may modify his/her approach early in the semester or explain to students why they are going to get something different from their anticipations. Evidence in the literature of the importance of expectancy in evaluation and results of this investigation suggest that current instruments may be invalid as measures of instructor performance because the variable is expectancy and is not controlled for. (Author/GSK)

ED 193 311 TM 800 626

Soares, Louise M. Soares, Anthony T. **Nomological Research in Self-Perceptions: Implications for Construct Validity in Multitrait-Multimethod Matrix Design.**

Pub Date—Apr 80

Note—19p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Hartford, CT, April 9-12, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Cognitive Processes, Correlation, Elementary Secondary Education, Intelligence, Peer Evaluation, Rating Scales, *Self Concept, *Self Concept Measures, *Self Evaluation (Individuals), *Test Validity
Identifiers—*Affective Perception Inventory (Soares and Soares), *Multitrait Multimethod Techniques

The varying perspectives of self, as determined by distinct or discrete situations and individual perceptions within a multitrait-multimethod framework, were tested, and evidence for the validity of the measures was found. Six hundred ninety-eight students in grades 1-12 were randomly selected from suburban classrooms in the Northeast and administered the Affective Perception Inventory (API). The API consists of nine scales which measure self concept as a person and student, in six specific classroom disciplines (English, mathematics, science, social studies, the arts, and physical education), and in school and toward important figures in school. There were two peer-raters for each self-rater analyzed, in addition to teacher-raters at every grade level. A multitrait-multimethod matrix was obtained for determining reliability, and discriminant and convergent validity. The pattern that emerged from the results can be summarized as follows: (1) internal consistency on all scales; (2) respectable convergent validity between self and peers, with less agreement between peers and teachers; (3) differential discriminant validity; and (4) varying self-pictures developing from individualized configurations of the encoding process in the brain. (RL)

ED 193 312 TM 800 627

Gump, Paul V. **Observation of Persons and Contexts.**

Pub Date—Apr 80

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior, *Cultural Context, Ethnography, *Evaluation Methods, *Observation
Identifiers—Ecological Psychology

Observational approaches used by ecological psychologists can focus on the behavior of persons or on their settings. The options for subject-centered observation are diary methods, specimen records, time sampling, and event sampling or critical incident recording. Serious limitations correlated to the time interval method, as it is often applied, include the use of precodes, creation of behavior fragments, and lack of information from the channel of the behavior stream. Consequently, ecological psychologists lean toward specimen records as their chief instrument for describing individual behaviors. Assessing settings by use of specimen records (or

any other subject-centered observation) has certain clear limitations, such as (1) emphasis on psychological variables such as nurturance, rejection, generality, etc.; (2) dependence upon the subject's motives and capacities; and (3) dependence upon the subject's experience. Therefore, ecological psychologists depend on the behavior setting as their major unit for analysis of context description. The unit is a combination of physical milieu and behavioral program with both temporal and spatial boundaries. (RL)

ED 193 313 TM 800 628

Samejima, Fumiko **Research on the Multiple-Choice Test Item in Japan: Toward the Validation of Mathematical Models.**

Office of Naval Research, San Francisco, Calif.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONRT-M3

Pub Date—Apr 80

Contract—N00014-77-C-0360

Note—100p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Foreign Countries, Latent Trait Theory, *Mathematical Models, *Multiple Choice Tests, Psychometrics, *Test Construction, Test Format, *Test Items, Test Validity
Identifiers—*Distractors (Tests), Japan, K Index (Samejima), Tailor Made Test, Three Parameter Model

Research related to the multiple choice test item is reported, as it is conducted by educational technologists in Japan. Sato's number of hypothetical equivalent alternatives is introduced. The based idea behind this index is that the expected uncertainty of the m events, or alternatives, be large and the number of hypothetical, equivalent alternatives be close to m. A new index, K*, is proposed as a modification of m; it is a means of invalidating the three-parameter logistic model for the multiple choice item. Shiba's research on the measurement of vocabulary, which is based upon latent trait theory, is introduced; this includes an eventual tailored test on vocabulary, utilizing information obtained from distractors as well as correct answers. A new family of models for the multiple choice item is proposed, formulating both the operating characteristics of distractors and the effect of random guessing. (Author/GK)

ED 193 314 TM 800 629

Knight, Sarah S. **Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.**

Education Commission of the States, Denver, Colo.
National Assessment of Educational Progress.

Pub Date—79

Note—20p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Age Differences, Aptitude, *Art, Elementary Secondary Education, Fine Arts, *Freehand Drawing, Mathematics, National Surveys, Sciences, *Sex Differences, Social Studies, *Student Attitudes, Visual Arts

Identifiers—National Assessment of Educational Progress

The National Assessment of Educational Progress reports data about levels of educational achievement of 9-, 13-, and 17-year-olds in several learning areas, including art, music, literature, reading, mathematics and science. Within each age group, females' and males' levels of art achievement were compared, and sex differences were contrasted with results from the other assessment areas. In the 1974 art assessment items fell into four categories: (1) affective involvement with art; (2) cognitive activities involved with art; (3) drawing and design skills; and (4) art participation background information. Conclusions show art as not having strong female or male dominance. Males and females' drawing skills in particular show mixed percentages of success. Neither sex at any age level was very knowledgeable about art. Attitudes toward art differ with age. Sex related patterns of achievement in art are unlike those from literature and music; females conform to popular expectations in literature and music while they do not always in art. Achievement patterns vary across ages and topics with respect to male-female dominance and the science results show consistent male dominance throughout. (GK)

ED 193 315 TM 800 630

Silvernail, David L. **A Validation Study of a Teachers' Global Perspective Values Scale. Technical Report.**

University of Southern Maine, Gorham.

Pub Date—Aug 79

Note—23p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Cultural Awareness, Factor Structure, *Futures (of Society), *Global Approach, Relevance (Education), Secondary Education, Test Reliability, *Test Validity, *Values, Values Education

Identifiers—*Future World Perspective Values Scale

The purposes of the study were to design a Future World Perspective Values Scale, test the validity and reliability of the scale, and collect data on teachers' and students' values. The scale was designed to measure the four value constructs of selective economic growth, adaptive technology, international cooperation, and world economic justice. Factor analysis indicated that 28 scale items were valid measures of the four value constructs. Additionally, all four factors were found to be reliable. Descriptive data was collected on a sample of pre-service and in-service teachers, and high school students. Results showed that the teachers and students accepted future world perspective values, but students to a lesser degree than teachers. There was a significant difference between scale scores of the teachers and students. Further analysis of responses revealed that teachers and students are generally supportive of selective economic growth, international cooperation and world economic equity values. Both groups expressed mixed views with respect to adaptive technological values. (Author/GK)

ED 193 316 TM 800 632

Hurst, Barbara Martin **Developing Hierarchical Structures Integrating Cognition and Affect.**

Pub Date—Apr 80

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Affective Behavior, *Affective Objectives, *Classification, Cognitive Processes, Elementary Secondary Education, *School Attitudes, Self Concept, Theories, Values Clarification
Identifiers—Learning Hierarchies

Several categories of the affective domain are important to the schooling process. Schools are delegated the responsibility of helping students to clarify their esthetic, instrumental, and moral values. Three areas of affect are related to student achievement: subject-related affect, school-related affect, and academic self concept. In addition, positive self concept is likely to be developed if a student has successful experiences in school. Since the term affect has multiple components, researchers have attempted to describe the affective domain by creating taxonomies or classification schemes. Such taxonomies have been developed by Krathwohl, Brandhorst, Gephart and Ingle, Hoepfner, and Nunally, among others. Based on an analysis of these taxonomies, three major categories of affective goals can be identified as significant components of schooling: (1) goals related to positive attitudes toward subject areas or disciplines; (2) goals related to the development of a rational basis for attitudes and values; and (3) goals related to affective processes. Based on these goals, learning hierarchies can be developed for the affective domain, and hierarchies can be developed which integrate the affective and cognitive domains. (BW)

ED 193 317 TM 800 633

Jaeger, Richard M. Wolf, Marian B. **An Experimental Comparison of Four Methods of Assessing Parents' Preferences for School System Goals.**

North Carolina Univ., Greensboro.

Spons Agency—National Study of School Evaluation, Arlington, Va.

Pub Date—Apr 80

Note—56p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type—Speeches/Meeting Papers (150)—Re-

ports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Attitudes, Educational Objectives, Elementary Education, *Intellectual Disciplines, *Parent Attitudes, *Questionnaires, School Surveys, *Test Construction, *Test Format, Test Items

Identifiers—*Likert Scales, *Paired Comparisons

The traditional vehicle for collection of information from parents about a school's goals is a questionnaire that provides alternative goal statements. Two problems are frequently associated with such questionnaires: the goal lists suggest that a school can achieve all desired goals simultaneously; and many surveys use stimulus questions that are short, abstract, and laden with educational jargon. Based on these general problems, an experiment was designed to compare responses of parents to four types of stimulus materials: three sets of materials in paired-choice format, varying in their level of specificity; and one set of materials in a Likert rating scale, at a broad level of specificity. Each of 224 respondents was asked to express his or her preferences for eleven curriculum areas. In the paired-choice format, reading was ranked highest; in the Likert format, reading and mathematics tied for the highest ranking. Music and art were ranked lowest. Rankings from the two formats were found to be substantially different. All paired-choice formats were more effective than the Likert format in allowing respondents to discriminate among their preferences. More concrete stimulus materials enhanced respondent discrimination among preferences, but did not result in substantial differences among preference orderings. (BW)

ED 193 318

TM 800 635

Bulcock, J. W. And Others

Normalization Regression Estimation With Application to a Nonorthogonal, Nonrecursive Model of School Learning.

Spons Agency—Natural Sciences and Engineering Research Council, Ottawa (Ontario); Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—[80]

Grant—86-786; A3960; A4353

Note—46p; Contains occasional small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Behavioral Objectives, *Foreign Countries, Grade 9, Grade 10, Learning Motivation, *Learning Theories, Least Squares Statistics, *Models, *Multiple Regression Analysis, Secondary Education, Student Characteristics

Identifiers—*Bloom (Benjamin S), Canada, *Normalization Regression Estimation, Ridge Regression Analysis

Advantages of normalization regression estimation over ridge regression estimation are demonstrated by reference to Bloom's model of school learning. Theoretical concern centered on the structure of scholastic achievement at grade 10 in Canadian high schools. Data on 886 students were randomly sampled from the Carnegie Human Resources Data Bank. The 41 variable model formulated by Bloom demonstrated transmission of school performance and school-related attitudes from grades 9-10, as well as selected student background factors. Because school learning models call for reciprocal effects relationships at both entry behavior and learning outcomes stages, two stage least squares (2SLS) estimates were performed. Although incorporation of feedback linkages in structural equation models aggravated the multicollinearity problem to the extent that the 2SLS procedure was inadequate, normalization regression was able to cope satisfactorily with each of six harmful effects. The substantive results did not particularly support current theories of school learning, especially those concerned with the effects of socioeconomic status on schooling success, and the impact of sex differences on schooling outcomes. (Author/RL)

ED 193 319

TM 800 636

Nimmer, Donald N.

The Use of Standardized Achievement Test Batteries in the Evaluation of Curriculum Changes in Junior High School Earth Science.

Pub Date—[80]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Curriculum Evaluation, *Earth Science, Junior High Schools, Science Curriculum, *Secondary School Science, *Standardized Tests, *Test Interpretation, Test Items

Identifiers—Comprehensive Tests of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, SRA Achievement Series, Stanford Achievement Tests

The sampling of test items found within the Science portion of selected standardized achievement test batteries is examined. The lack of sensitivity of such items to the curriculum changes often attempted in Earth Science is demonstrated. The following five standardized achievement test batteries commonly administered to pupils in grades 7-9 were selected for use in this study: Comprehensive Tests of Basic Skills, Metropolitan Achievement Tests, SRA Achievement Tests, Sequential Tests of Educational Progress (STEP), and Stanford Achievement Tests. Individual test items were classified into the general categories of Earth Science, Life Science, and Physical Science. Test items within general categories were further subdivided into content areas. With the exception of STEP, the three sciences were not represented within a given achievement test battery by equal numbers of test items. In addition, some of the achievement test batteries omitted or undersampled items in one or more of the content areas within the Earth Sciences. It is imperative to convince decision makers that standardized achievement test batteries should not be used to evaluate curriculum changes. (RL)

ED 193 320

TM 800 637

Adams, Kay A.

Federal vs. Local Control in the Evaluation of Human Resource Development Programs.

Pub Date—Apr 80

Note—10p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, Educational Policy, Employment Programs, *Federal Regulation, Postsecondary Education, *Program Evaluation, *School District Autonomy, *Vocational Education

Identifiers—*Comprehensive Employment and Training Act

Because CETA and vocational education programs have the potential of serving the important social goals of reducing unemployment and providing the benefit of training, evaluation control at the top is essential. This control can be exerted in a manner that avoids some of the pitfalls of overcontrol through providing more alternatives and facilitating decentralized choice and sampling within this range of options. Providing more options at the national level to facilitate local choice may seem like too much work. However, a steep price for evaluations of these programs is already being paid. So, the question of what it takes to make evaluation results truly useful and used is very important. It is shortsighted to assume that evaluation data can influence national policy without being perceived as relevant, accurate, and useful at the local level. Since human resource development programs are locally implemented, federal initiatives can be fairly easily blocked or side stepped at the local level. Consequently, the issue of creating an acceptable balance between federal and local control of evaluations is critical to the long range survival, improvement, and success of human resource development programs in meeting significant national problems. (Author/RL)

ED 193 321

TM 800 638

Hubert, John A.

Problems in Language Proficiency Assessment: A Review of the Language Assessment Battery (English, Level D).

Pub Date—Oct 80

Note—29p; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (October, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiolingual Skills, *Bilingual Education, Hispanic Americans, Item Analysis, *Language Proficiency, *Language Tests, Primary

Education, Reading Achievement, Screening Tests, *Spanish Speaking, Test Reliability, *Test Validity, Writing (Composition)

Identifiers—Connecticut, *Language Assessment Battery

Questions are addressed pertaining to the Language Assessment Battery (LAB), currently the only single battery that meets all of the state of Connecticut criteria for an instrument to determine which pupils must be offered bilingual education. Normed on an English dominant population, the primary purpose was to obtain its psychometric characteristics for pupils of limited English proficiency. Other purposes were to determine its selection accuracy, and to examine it as a measure of English achievement within a bilingual program. Validity was also reviewed. The psychometric portion of the study used .95 K-2 Hispanics in a bilingual program. Scale structure, internal consistency reliability, and item statistics were analyzed. The other investigations used the publisher's information. The problems encountered were instructive for the makers of this type of test. Psychometrically the test is sound except for the low reliabilities and poor item statistics of the reading and writing subscales in K and grade 1. Those scales at those grades also have little content validity. Standard error of measurement is very poor in terms of percentile rank near the cut scores used for selection. Establishment of standards of construct validity for this new type of test are recommended. (Author/GK)

ED 193 322

TM 800 639

Watkins, Bari

Training Educational Opportunity Researchers: Some Sobered Thoughts on Mentoring, Some Optimistic Thoughts on Community.

Pub Date—Apr 80

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, *Educational Researchers, Females, *Feminism, Higher Education, *Mentors, Minority Groups, Models, *Postdoctoral Education, *Professional Development, Program Evaluation, *Womens Studies

The evolution of the structure and ideology of a post-doctoral training program for women and minorities in educational research is described. The program was originally designed following the mentoring model current in social science and feminist literature in the mid-1970s. With experience, however, the program co-directors found that the mentor relationship did not allow for the mutual teaching and learning essential in a new field and that the relationship too often simply replicated the hierarchy characteristic of the traditional and patriarchal research university. Proposed in its place is a program modeled on the collective work and cooperative ideals of feminist theory. (Author/GK)

ED 193 323

TM 800 640

Texas Assessment of Basic Skills (TABS): Objective Specifications for Mathematics, Reading, and Writing: Grade 3, Grade 5, and Exit Level. Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date—80

Note—47p.

Available from—Texas Education Agency, Division of Curriculum Development, 201 East 11th St., Austin, TX 78701 (\$1.00 each).

Pub Type—Tests/Questionnaires (160) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Educational Assessment, Elementary Secondary Education, *Mathematics, *Minimum Competencies, *Reading Skills, State Programs, *Writing Skills

Identifiers—*Texas Assessment of Basic Skills
The Texas Assessment of Basic Skills (TABS) is described. Specifications are listed for TABS objectives in mathematics reading, and writing for grades 3, 5 and exit level (grades 6-12). It is intended that sections of the publication will be distributed to curriculum planners and appropriate teachers to assist in their determination of whether students are being taught the material on which they will be tested. The sections are divided according to grade level and subject. Each objective lists a specific skill to be attained, and the content domains. (GK)

ED 193 324 TM 800 641

Fuhs, F. Paul

RIBYT-A Data Base System for Formal Testing and Self-Assessment.

Pub Date—[80]

Note—10p.

Pub Type—Non-Print Media (100)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing. Computer Programs. *Data Bases. Data Collection. Higher Education. Information Storage. Item Analysis. *Item Banks. *Self Evaluation (Individuals). *Student Evaluation. *Test Construction. Vertical Organization

Identifiers—*RIBYT Data Base System

The function and structure of a data base system called RIBYT (Review It Before You Test) is described. RIBYT simultaneously controls and associates questions in question pools for many courses of instruction. The data base stores questions created by both faculty and students and is used for formal testing and student self-assessment. The structure of the data base allows rapid retrieval of multiple types of sets based on predetermined logical associations. The data base also provides for the collection and association of feedback information not only on student performance, but also on the quality of the questions in the data base. This quality is assessed through students' subjective comments about the questions they receive and through statistical item analysis. Feedback is also provided to students on how they are able to improve the quality of their question input. The structure of the data base is easily transferable to many data base systems which currently exist. (Author/RL)

ED 193 325 TM 800 642

Perrygrove, Willa Bowman

Career Development Potential and Validity of a Competency Based Credential for Child Care Staff. Final Report.

Iowa State Univ. of Science and Technology, Ames. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[80]

Grant—NIE-G-78-0003

Note—111p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Choice. *Career Development. *Child Caregivers. *Competence. *Credentials. Day Care. *Personnel Evaluation. *Validity

Identifiers—California. *CDA, Child Development Associate, Minnesota. Professionalism

A credential called the Child Development Associate (CDA) was the focus of this study. Based on the competence of child care staff, it offers two benefits: it may be fair and accurate without resorting to impractical requirements of education and experience, and its recognition may benefit workers' careers. Credentialed and noncredentialed groups of staff were compared on interview responses, test scores, and job supervisor ratings. Also included was a review of related occupations and of the relationship of state child care regulations to the CDA credential. Results of the study indicated that accurate judgments about staff qualification are feasible with a competence assessment like the CDA, but also suggested ways in which the accuracy of the credential procedure might be improved. Given the absence of more differences between the groups, the CDA cannot be used as the sole indicator of ability. Few findings suggested career development benefits from the CDA, perhaps due to limited opportunities within child care. The results suggested possible future career opportunities for CDAs. As a policy to enhance child care quality, the CDA must be viewed as one among many policy alternatives. (Author/GK)

ED 193 326 TM 800 643

Prekindergarten Program Product Evaluation Report: 1979-80.

Saginaw Public Schools, Mich.

Pub Date—Jul 80

Note—68p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Affective Objectives. Cognitive Objectives. *Disadvantaged Youth. *Formative Evaluation. Language Acquisition. Parent Participation. *Preschool Education. *Program Effectiveness. *Program Evaluation. Psychomotor Objectives

Identifiers—Elementary Secondary Education Act

Title I, Michigan (Saginaw). *Piagetian Theory. Process Product Research

Evaluation of a Title I Prekindergarten Program serving thirteen elementary schools is presented. Through a screening test, children most needing prekindergarten experience were chosen for participation. The program followed the Piagetian theory of child development concentrating on the cognitive, psychomotor, and affective domains. Both process and product evaluations were conducted. The former concentrated on determining whether classroom activities matched those stated in the proposal, the roles of parents/aides in the classroom, and what efforts were made to remedy screening problems observed in the previous year. The product evaluation employed the Prekindergarten S.O.R.T. instrument to measure thirteen of the program's sixteen objectives. The Prekindergarten Program proved to be successful; in addition, the following recommendations are offered: (1) attention should be paid to the building level achievement data; (2) the Department of Evaluation, Testing and Research should monitor the screening process; (3) recruitment publicity should be increased; (4) a plan for a bilingual prekindergarten experience should be formulated; (5) the Title I Prekindergarten Supervisor Monitoring Instrument should continue to be used; and (6) the inservice program should be expanded. (GK)

ED 193 327 TM 800 645

Cocking, Rodney R. And Others

Reconstructive Memory: A Non-Traditional Approach to Assessing Young Children's Intelligence.

Pub Date—Apr 80

Note—23p. Paper presented at the American Educational Research Association (64th. Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Measurement. Concept Formation. *Developmental Stages. Intelligence. *Intelligence Tests. Kinesthetic Perception. Learning Theories. *Memory. Pattern Recognition. *Preschool Children. Preschool Education. Test Construction

Identifiers—*Piagetian Tasks. Piagetian Theory. *Reconstructive Memory

Implications are discussed for new instrument development by way of a methodological study which used a task allowing one to focus upon: (1) a non-verbal approach; (2) memory functions; (3) a variety of mnemonics that children use in information retrieval; and (4) a non-traditional procedure supported by psychological and developmental research. A Piagetian memory task (Static Imagery) was adapted to study the respective roles of color, form, and spatial cues in preschoolers' memory. A seven-element array of variously colored geometric forms was shown to each of 69 four- and five-year olds for 30 seconds, after which an experimenter destroyed the arrangement, mixed the forms, and asked the child to rebuild the pattern. The task allowed for an analysis of the child's (1) search and selection strategies; (2) approach to pattern reconstruction; (3) correctness of patterns, with the possibility for partial correctness; (4) classification skills based on the error pattern analysis, and (5) relative use of memory aids of color, form, or spatial arrangement. Results indicated that all children performed better than chance and that their reconstructions were not mere chains of blocks, sequenced randomly one after another. (Author/RL)

ED 193 328 TM 800 646

Adams, Kay A.

Using Needs Sensing Information to Set R & D Priorities.

Pub Date—Apr 80

Note—9p. Paper presented at the Annual Meeting of the American Educational Research Association (64th. Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Collection. *Educational Research. National Surveys. *Needs Assessment. Research and Development Centers. *Research Needs. School Surveys

Identifiers—*Needs Sensing

Needs sensing is any type of systematic assessment of needs ranging from formal data collection through surveys to a more informal use of expert opinion through advisory groups. It is especially dif-

ficult to use systematically collected, data-based needs in research and development (R & D) organizations because they typically: (1) have the features of temporary organizations; (2) have multiple target audiences; and (3) operate on the cutting edge of changing problems. In a 1979 survey of 12 R & D organizations conducted collaboratively by the Council for Educational Development and Research and the National Center for Research in Vocational Education, the most predominant needs sensing technique was group process, including meetings, conferences, convening advisory groups and consultation; the second most frequent technique was content analysis of policy and research reports, followed closely by analysis of existing data. The majority of the information was collected from national and state education leaders. Although needs sensing appeared to influence priorities across all the R & D organizations surveyed, the most influential factors appeared to be the political process and funding opportunities. (RL)

ED 193 329 TM 800 647

Murrell, Stanley A. Schulte, Paul J.

A Need Assessment Measurement Model and Illustrative Findings Based on Two Statewide Surveys.

Pub Date—Sep 80

Note—31p. Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September 3, 1980).

Available from—Urban Studies Center, University of Louisville, Louisville, Kentucky, 40205.

Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults. *Measurement Techniques. Mental Health. *Models. *Needs Assessment. Older Adults. *Social Services. *State Surveys. Validity

Identifiers—*Kentucky Elderly Need Assessment. *Kentucky Social Services Need Assessment Project

A measurement model was developed and refined in two successive need assessment surveys of samples representative of statewide populations. The first was the Kentucky Elderly Need Assessment (KENA) which was administered to 570 persons, age 60 and older, across Kentucky. The second was the Kentucky Social Services Need Assessment Project (SNAP), which was administered to over 1800 Kentucky adults. Both surveys were administered face-to-face in the respondent's home. The measurement model included: (1) a prioritizing of need by the respondent from a long list of possible needs; (2) a conceptualization of need as being multifaceted and, therefore, use of different types of measures of need (in SNAP: descriptive, evaluative, service difficulties, service barriers, and adequacy of services in the community); (3) measurement of need across a wide variety of topics or areas in which people might have needs (in SNAP: mental health, financial, social activity, employment, physical health, transportation nutrition, and environment); and (4) inclusion of a criterion variable, a measure of Quality of Life which was used to assess the validity of the need measures. (Author RL)

ED 193 330 TM 800 648

Davis, Patricia C. And Others

Self-Perceptions on Sex-Typed Attributes and the Occupational Aspirations and Expectations of High School Females.

Pub Date—Apr 80

Note—32p. Paper presented at the Annual Meeting of the American Educational Research Association (64th. Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice. Expectation. *Females. *Grade 12. High Schools. Occupational Aspiration. Questionnaires. Self Concept Measures. *Self Esteem. *Sex Stereotypes. Identifiers—Masculinity Femininity Variable. Occupational Status. Personal Attributes Questionnaire

Relationships among high school females' self-perceptions on sex-stereotypic attributes and their occupational aspirations and expectations were investigated. Two measures were administered to, and data were collected from, 200 randomly selected females in grade 12 from a large urban school district. Occupational choice was measured by two open-ended questions: (1) what job would you like to have?; and (2) what job do you think you will

probably have? Four possible levels of sex-type included male-dominated aspiration and male-dominated expectation (MAE), male-dominated aspiration and female-dominated expectation (MAFE), female-dominated aspiration and female-dominated expectation (FAE), and female-dominated aspiration and male-dominated expectation (FAME). Sex-typed attributes were measured by means of six factors (emotionality; empathy; involvement; aggression; self-confidence; and need for approval) of a Personal Attributes Questionnaire (PAQ). Findings resulting from a two-way multivariate analysis of variance (MANOVA) included: (1) MAE was significantly different from MAFE and FAE in terms of need for approval, aggression, empathy and self-confidence; and (2) no differences in self-perceptions on sex-stereotypic attributes were found between females with high prestige aspirations and expectations and those with low prestige aspirations and expectations. (RL)

ED 193 331 TM 800 649

Schilling, Deanna E.
Reward Experience, Socioeconomic Status, and Sex: Exploring Parameters of the Overjustification Effect.

Pub Date—Apr 79

Note—35p. Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Grade 1, Hypothesis Testing, Motivation Techniques, Primary Education, *Reinforcement, *Rewards, *Sex Differences, *Socioeconomic Status, Student Motivation

Identifiers—*Overjustification

The overjustification hypothesis predicts decreased intrinsic motivation when persons are paid to perform an interesting task. The factors of reward experience, socioeconomic status (SES), and sex are examined while testing conflicting predictions of the hypothesis and reinforcement theory. Children from grade 1 at two public elementary schools worked on a counting task. Half of the children attended a school which had a 100% minority enrollment (low SES), and half attended a school which had a 95% Caucasian enrollment (middle SES). A Baseline 1, treatment session, Baseline 2 paradigm was used to assess the effects of both reward introduction and withdrawal. Reward experience (group), SES, and sex were manipulated in a 3 x 2 x 2 design. Subjects who earned a reward during the treatment session for maintaining Baseline 1 output levels, significantly outperformed never-rewarded controls during Baseline 2. Control subjects initially highest on motivation measures declined significantly from Baseline 1 to Baseline 2; comparable subjects in the reward groups showed no change. In addition, reward-group subjects that were initially lowest in motivation significantly increased their output and time on task across sessions. (Author/RL)

ED 193 332 TM 800 650

Sternberg, Robert J.
Intelligence and Nonentrenchment. Technical Report No. 23.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 80

Contract—N00014-78-C-0025

Note—57p. Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Best copy available.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Abstract Reasoning, Adults, Cognitive Measurement, Cognitive Processes, Creativity, Educational Theories, *Intelligence, Intelligence Tests, Measurement Techniques, *Novelty (Stimulus Dimension), Performance

Identifiers—*Nonentrenchment

Intelligence can be best understood through the study of nonentrenched, i.e., novel, kinds of tasks. Such tasks require subjects to use concepts or form strategies that differ in kind from those to which they are accustomed. The only partial success of the cognitive-correlates and cognitive-components ap-

proaches to intelligence that are in contemporary favor might be due in part to the use of tasks that are more entrenched (familiar in kind) than would be optimal for the study of intelligence. Two nonentrenched tasks are described, one requiring projection into the future of states of objects, the other requiring complex analogical reasoning where multiple terms of analogies can be replaced by alternative answer options. Research into the first task focused upon performance components of task solution (i.e., components used in the execution of strategy); research into the second task focused upon metacomponents of task solution (i.e., components used in the planning of strategy). Correlations of task and component latencies were generally higher than those obtained in most contemporary information-processing research on the nature of intelligence. Some speculations are made about the implications of these results for educational theory and practice. (Author/RL)

ED 193 333 TM 800 651

Scarr, Sandra
Heritability and Educational Policy: Genetic and Environmental Effects on IQ, Aptitude and Achievement.

Pub Date—Sep 79

Note—43p. Paper presented at the Annual Meeting of the American Psychological Association (New York City, NY, September 1, 1979).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Academic Aptitude, *Adolescents, Adopted Children, *Family Characteristics, High Schools, *Intelligence, *Nature Nurture Controversy, Social Class, Testing Problems

Identifiers—Wechsler Adult Intelligence Scale

The effects of family background on adolescents' IQ, aptitude, and school achievement test scores challenge some of the usual beliefs about the fairness of achievement rather than IQ tests, and the role of genetic differences among individuals and social class groups in academic achievements. Subjects included 115 adoptive families with adolescent children, adopted in the first few months of life, and a comparison sample of 120 biological families with their own adolescent offspring. Families ranged from solid working to upper middle class. Regressions of adolescents' IQ, aptitude, and achievement test scores on measures of family background revealed that differences among social class environments have little effect on IQ scores but larger effects on school achievement scores. Working class adolescents are at a greater disadvantage relative to upper-middle class adolescents when the tests sample recently taught material. Genetic differences among individuals and among social class groups were found to be approximately the same for all types of tests. Correlations of related and unrelated siblings reared together suggest that the heritabilities of IQ and school test scores are in the range of .2 to .6 in a white population of working to upper-middle class families. (Author/RL)

ED 193 334 TM 800 652

Erwin, T. Dary Delworth, Ursula
Formulating Environmental Constructs Using Environmental Referents in Conjunction With the Erwin Identity Scale.

Pub Date—Apr 80

Note—34p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Measures, *College Freshmen, *Educational Environment, Higher Education, *High School Students, Interpersonal Relationship, Longitudinal Studies, Multivariate Analysis, *Self Concept, *Self Concept Measures, Self Esteem, *Student Development

Identifiers—*Erwin Identity Scale

Several environmental constructs which influence identity are measured by the Erwin Identity Scale (EIS) and delineated. The EIS is an objectively scored instrument designed to measure the student development concept of identity based on the conceptualizations of Chickering and Erikson. Three sub-scales (confidence, sexual identity, and conceptions about body and appearance) comprise the EIS. The EIS and environmental referents were administered to a sample of high school students and college freshmen. The college freshmen were randomly di-

vided into two groups and retested at two points during their freshman year. The responses from the environmental referents were content analyzed and placed into various categories. Mean differences on the EIS sub-scales were studied among the various environmental categories using multivariate analysis of variance (MANOVA) designs. The impacts of the academic environment, particularly classroom experiences, and of the interpersonal campus environment were reflected by high or low scores on the EIS. In some instances, students who did not respond to the environmental referents had the highest identity scores. Students who felt most comfortable with their sense of self were the least affected by the college experience. (Author/RL)

ED 193 335 TM 800 653

Underwood, Benton J. Lund, Arnold M.
Factors Involved in the Negative Transfer from Isolated Learning to Simultaneous Learning.

Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Jul 80

Contract—N00014-78-C-0661

Note—77p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Measurement, Context Clues, Higher Education, Learning Processes, Paired Associate Learning, *Recall (Psychology), *Transfer of Training, *Word Frequency, Word Lists, *Word Recognition

Identifiers—*Isolation Effect, *Simultaneous Learning

Six experiments were intended to characterize more completely a phenomenon found when lists were first learned in isolation and then placed together for simultaneous learning. The subjects learned three lists, each list clearly distinguishable from the other. One of the lists was recalled, another was tested for frequency information, and the memory for the third was tested by recognition procedures. Certain variables were manipulated to see if the magnitude of the phenomenon could be changed. One of the experiments, using college students as subjects, dealt with transfer from simultaneous learning to isolated learning, and another showed that associative learning occurred for items presented together for study in simultaneous learning. Degree of level of isolated learning had only a small effect on the negative transfer observed in subsequent simultaneous learning; the higher the degree of learning the less the negative effect. However, this was not consistent in all experiments. Transfer from simultaneous learning to isolated learning resulted in high positive transfer. Recall did not differ for simultaneous and isolated learning whereas recognition and frequency judgments were poorer in simultaneous than in isolated learning. Items from different tasks appearing together in simultaneous learning became strongly associated. (Author/RL)

ED 193 336 TM 800 654

Titus, Amy A. Carrier, Carol
The Effects of Pretraining and Test Mode Expectations on Notetaking.

Pub Date—Apr 80

Note—27p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Essay Tests, *Expectation, *High Schools, Multiple Choice Tests, *Study Skills, *Test Format

Identifiers—*Note Taking, *Pretraining

Two variables directly related to understanding and improving notetaking practices and instructional strategies were investigated. The first variable investigated was the different levels of pretraining: pretraining vs. no pretraining; and the second was the influence of three types of test mode expectations: multiple choice, essay, or non-specified test. A 3 x 2 factorial design was employed. One hundred students in grades 11-12 were randomly assigned to one of the six treatments. Pretraining was most beneficial for those expecting a multiple choice test and hindered those expecting an essay test. Those expecting a non-specified test attempted to record the most information while both multiple choice and non-specific test expectations led to more effi-

cient notes (amount of ideas to number of words) than those expecting an essay test. The indication is that different test expectations lead to different study strategies and organizational schemes. (Author/RL)

ED 193 337 TM 800 655

Ghatala, Elizabeth S. And Others
Effects of Developmental Changes in Affective Meaning Structure on Memory.

Spons Agency—Houston Univ., Tex.
Pub Date—Apr 80

Note—23p. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Elementary Secondary Education, Grade 2, Grade 6, Grade 10, *Incidental Learning, Intellectual Development, *Phoneme Grapheme Correspondence, *Recall (Psychology), *Semantic Differential
Identifiers—*Encoding

In an incidental memory task, second, sixth, and tenth-grade students performed three orientating tasks on different subsets of items in a list of common nouns. In one condition (EPA), children judged words on the Evaluative, Potency and Activity dimensions of the semantic differential. In another condition (EEE) children made phonetic judgments. Analysis of recall scores supported the hypothesis that superiority of semantic over phonetic encoding would increase with age. However, results did not support the hypothesis that superiority of the EPA condition over the EEE condition would emerge with age as children's semantic structures become more differentiated. In fact, the two conditions did not differ at any grade. In a second experiment, a shift in recall favoring the EPA over the EEE condition was observed between tenth-graders and adults. It was speculated that in addition to dimensional independence which emerges by age 12, relatively equal weighting of dimensions within semantic structure, which may not appear until adulthood, is a necessary condition for the facilitating effect of multiple dimension encoding to occur. (Author)

ED 193 338 TM 800 657

Scott, Craig S. Thorne, Gaylord
Assessing Entry Levels of Students: Affective and Cognitive.

Pub Date—Apr 80

Note—27p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Affective Measures, *Course Evaluation, Course Objectives, Curriculum Development, Data Collection, *Evaluation Methods, *Expectation, Higher Education, *Item Sampling, Pretests Posttests, Rating Scales, Student Attitudes, Teacher Attitudes
Identifiers—Student Evaluation of Achievement

Two different methods for collecting course-specific data on class learning and growth are discussed. The first, Item/Student Sampling, is directly dependent upon assessing class performance both prior to and following instruction. This procedure relies on multiple matrix sampling techniques. The second method, referred to as Self-Report of Course Outcomes, is based upon a combination of student and instructor course expectations regarding learning, perceptions of the degree to which major needs and expectations were met, and attitude changes as a result of instruction. Both approaches focus primarily on group or class learning. Once these global concerns have been addressed, attention can be focused on selective refinement of course segments that are in the greatest need of improvement. The following exhibits are appended: (1) rating scale for use in determining whether or not to include specific items in pre-instruction matrix sampling mini-tests; (2) ministest format; (3) student expectation questionnaire; and (4) student outcome form. (Author/RL)

ED 193 339 TM 800 658

Vermont's Basic Competency Program: 1978-1979 Report.

Vermont State Dept. of Education, Montpelier.
Pub Date—Nov 79

Note—38p. Pages 34-35 contain small print.
Pub Type—Reports - Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, Behavioral Objectives, *Educational Assessment, Elementary Secondary Education, Listening Skills, Mathematics, *Minimum Competencies, Minimum Competency Testing, Program Descriptions, Reading Skills, Scores, Speech Communication, *State Programs, State Surveys, Student Records, Writing (Composition)

Identifiers—*Vermont

The Vermont Basic Competency Program is described, and its assessment results are reported for its second year of implementation. Data were collected on students in Vermont who were born in 1963, who are in the high school class of 1981 (which will be the first class to require mastery of 51 basic competencies for graduation), and who have already achieved mastery in each of the competencies (i.e., reading, 8; writing, 8; speaking, 7; listening, 3; and mathematics, 25). The results are presented and compared for the school years 1977-78 and 1978-79. Bar graphs for both years show the percent of pupils mastering each competency and depict many large gains made between the two assessment periods. The report also includes: (1) a history of the program; (2) types of assistance given the local school districts by the Vermont Department of Education; (3) the 51 competency statements written as behavioral objectives; and (4) the sample Pupil Progress Record Form kept for each student enrolled in a Vermont public school. (RL)

ED 193 340 TM 800 661

Huberty, Carl J. Smith, Jerry D.

Linear Classification Functions.

Pub Date—Apr 80

Note—23p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Covariance, *Classification, *Correlation, Criteria, *Discriminant Analysis, Experimental Groups, Mathematical Formulas, *Measurement Techniques, *Multivariate Analysis, Predictive Measurement
Identifiers—*Linear Classification Function, Standard Scores

Linear classification functions (LCFs) arise in a predictive discriminant analysis for the purpose of classifying experimental units into criterion groups. The relative contribution of the response variables to classification accuracy may be based on LCF-variable correlations for each group. It is proved that, if the raw response measures are "standardized," the ordering of the variables can be accomplished by ordering the means of the standardized measures within each group. A computational procedure is presented for obtaining these means as well as for obtaining the LCF-variable within-groups correlations. These correlations may be used for two purposes: (a) to characterize each group with respect to variable scores, and (b) to determine the relative contribution of the variables to separate group classification accuracy. It is proved that the LCF-variable correlations for a group are proportional to standardized variable means for that group. The proof enables a researcher to quite readily accomplish the two interpretation purposes. Two data sets are used to illustrate the interpretation of LCFs. (Author/RL)

ED 193 341 TM 800 662

Loyd, Brenda H. And Others

Relationships of Elementary and Secondary Achievement Test Scores to Later Academic Success.

Pub Date—Apr 80

Note—16p. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Achievement Tests, Basic Skills, *College Freshmen, Correlation, Elementary Secondary Education, *Grade Point Average, Higher Education, *Predictive Validity, *Scores, Sex Differences
Identifiers—*Iowa Tests of Basic Skills, *Iowa Tests of Educational Development

The relationship was investigated between test scores obtained from the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED), and the grade point average (GPA) at the high school and college level. The data used were unique in providing a longitudinal comparison of college students' performance with the results of their early elementary achievement test performance. Specifically, the predictive validity of the ITBS and the ITED was investigated. Records of 1,997 graduates of Iowa high schools who entered the University of Iowa as freshmen in the fall of 1977 were analyzed. Zero-order correlations were computed between ITBS composite scores (grades 4, 6, and 8) and: (1) four-year high school GPA; (2) high school percentile rank; and (3) first semester freshman college GPA. Similar correlations were computed using ITED composite scores (grades 9-12) in place of ITBS scores. Separate correlations were also computed for males and females. Results supported the contention that proficiency in basic skills at the elementary and high school levels, as measured by ITBS and ITED, does have a significant relationship to high school and college academic success for both males and females. (RL)

ED 193 342 TM 800 666

Rosner, Frieda C.

Measurement of Teacher Competence.

Pub Date—Jun 80

Note—26p. Paper presented at the International Symposium on Educational Testing (4th, Antwerp, Belgium, June 24-27, 1980).

Pub Type—Speeches/Meeting Papers (150)—Legal/Legislative/Regulatory Materials (090)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competency Based Teacher Education, Higher Education, *Models, *National Competency Tests, *Self Evaluation (Individuals), *Standards, Teacher Certification, *Teacher Evaluation, Test Validity

Identifiers—*Distancing Model (Sigel), *National Teacher Examinations

Two approaches to setting standards for the professional performance of teachers are contrasted. One involves a coherent professional belief system in which an internal standard is invoked within a conceptual framework. It is exemplified by Sigel's Distancing Model, and involves a theoretical standard for teacher performance and emphasizes the role of self-assessment in the professional development of teaching knowledge and skill. A teacher observation instrument is developed and designed to provide the teacher's own perception of instruction, curriculum and cognitive/social/affective dimensions of development. The second approach involves the standardized measurement of teacher knowledges and skills deemed essential for entry-level teacher competency. Examples such as the National Teacher Examinations (NTEs) are judged against standards determined by a content review process and a knowledge estimation panel (i.e., a jury approach). Expanded sources of validation for determining baseline teacher competencies are needed to link competence with performance and are discussed in relation to the planned short-term and long-term revision of the NTE Commons. (Author/RL)

UD

ED 193 343 UD 020 423

Projection of the Higher Education Enrollments of Ten Selected States by Race, with Emphasis on Six of the Original "Adams" States; Part I of the Research Program on Problems Relating to the Desegregation of Higher Education.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Note—213p. For related documents see UD 020 424-427. Figure 1, Chart 1, and Figure 3.1 have been deleted due to reproducibility factors.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Black Students, Desegregation Plans, *Enrollment, *Enrollment Projections, Enrollment Trends, Federal Legislation, Federal State Relationship, Higher Education, *School Desegregation

Identifiers—*Adams v Richardson, Alabama, Florida, Georgia, Maryland, North Carolina, Pennsylvania, South Carolina, Tennessee, Texas, Virginia

This study attempted to treat the information gap in baseline data by projecting the total enrollments of six of the original "Adams" states (Georgia, Florida, Maryland, North Carolina, Virginia, and Pennsylvania) and four "non-Adams" states (Tennessee, Texas, South Carolina, and Alabama). The report is divided into six sections. Chapter One, the introduction, establishes the context, objectives, methods employed, significance and limitations of the study. Chapter Two, "Historical Perspectives: Desegregation and Equal Opportunities for Blacks," provides background information regarding desegregation related to blacks generally and the "Adams" litigations particularly. This chapter also contains a summary of the status of desegregation in the "Adams" states. Chapters Three and Four provide a review of literature relating to demographic factors that influence higher education enrollments and determinants of such enrollments. Chapter Five analyzes the findings of two selected states (Georgia and Virginia). Chapter Six outlines conclusions and recommendations for future research. A detailed statement of concepts and methods used in the study is appended. (Author/MK)

ED 193 344 UD 020 424

Predicting the Academic Success of Black Students Attending the Historically Black Colleges. Part 2 of the Research Program on Problems Relating to the Desegregation of Higher Education.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Note—47p.; Not available in paper copy due to small print. For related documents see UD 020 423-426.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Academic Aptitude, Admission Criteria, *Black Colleges, *Black Students, College Entrance Examinations, Grade Point Average, *Grade Prediction, Higher Education, *Predictive Measurement, Student Characteristics

This study examined the predictive strength of standardized test scores and selected non-traditional indices of academic success in relation to the academic performance of black students attending historically black colleges. The sample consisted of 364 graduating seniors from eleven historically black colleges. American College Test composite scores (ACT-C) were used as estimates of students' entering ability and were compared to self-reported grade point averages (GPA). Findings indicated that ACT-C scores underpredicted the GPA of black students. Two of seven non-traditional measures were associated with cumulative GPA: highest expected degree and plans after graduation. The results of the study did not lead to any conclusive statements regarding the validity of the ACT-C and non-test variables for predicting the GPA of black students in the selected institutions. (Author/MK)

ED 193 345 UD 020 425

A Follow-Up Study of the Relationship Between Traditional Measures of Academic Success and Career Success. Part 3 of the Research Program and Problems Relating to the Desegregation of Higher Education.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—29 Aug 79

Note—75p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 020 423-427.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Colleges, *Black Students, *College Entrance Examinations, Educational Attainment, Employment Level, Followup Studies, Higher Education, Income, *Outcomes of Education, *Predictive Validity, *Success

This study examines the correlation between standardized college admissions tests and life achievements of students attending historically black colleges. The study sample included 121 people who had graduated from one of eleven historically black colleges in the South in 1971. The students' ACT (American College Testing program) scores were correlated with measures of educational attainment, occupational status, and self-perception of success. Findings showed that despite their low initial scores on standardized tests, study participants were able to achieve considerable educational attainment and career success. Specifically, results indicated that (1) standardized test scores are not valid predictors of the future educational attainment and career success of blacks; (2) undergraduate grade point averages are valid predictors of the future educational success of blacks to the extent that higher grade-point averages may be associated with higher salaries; and (3) the historically black colleges provide an opportunity to obtain a bachelor's degree, and thereby enhance access to further education attainment and career success to students who more than likely would not be admitted to college under traditional admissions criteria. Recommendations for further research, a bibliography, and a copy of the survey questionnaire are included in the report. (Author/BE)

ED 193 346 UD 020 426

Adolphus, Stephen And Others

Guidelines for the Design of Developmental Education Programs. Part 4 of the Research Program on Problems Relating to the Desegregation of Higher Education.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—15 Jan 79

Note—28p.; For related documents see UD 020 423-427.

Pub Type—Guides - General (050) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Admission, Counseling Services, *Developmental Studies Programs, Diagnostic Teaching, *Educationally Disadvantaged, *Guidelines, Higher Education, Low Income Groups, Minority Groups, Program Administration, Program Costs, *Program Design, *Program Effectiveness, Remedial Programs, School Orientation, Student Financial Aid, Student Recruitment, Tutorial Programs

This paper addresses developmental education programs as mechanisms for enhancing the survival rates of disadvantaged populations in higher education. Specifically, the paper identifies and discusses the critical dimensions of effective developmental education programs, including recruitment, admissions, diagnosis and prescription, orientation, special coursework, student financial aid, tutoring, counseling, and evaluation. The recommended guidelines will prove useful to education planners in mapping out the criteria for developing and improving programs designed to assist disadvantaged students not only in adjusting to the college environment, but also in persisting through graduate and postgraduate education. Recommendations for administration, staffing, facilities, and budget planning are included. A selected bibliography is appended. (Author/BE)

ED 193 347 UD 020 427

Projections of Population and Enrollment for Ten Selected States.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 79

Note—272p.; For related documents see UD 020 423-426. Not available in paper copy due to light, broken print.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Desegregation, *Enrollment, *Enrollment Trends, Higher Education, *Popula-

tion Distribution, *Population Trends Identifiers—*United States (South)

This report presents tables of data on the population and enrollment in institutions of higher education in ten selected southern states. The provision of population and enrollment projections is aimed at enhancing desegregation planning processes. The population data were obtained from the United States Bureau of the Census and fall into two categories: historical data and population projections. The historical data, which are broken down by race (all persons, black, white and other) and sex, are presented for the years 1950, 1960, and 1970 and include age cohorts ranging from under five through 85 and over. The population projections cover the years 1975 through 2000. Data are presented for blacks in eight age groups (under 5 through 65 and over) and are broken down by sex. Projected enrollment data are presented by type of institution (four year versus two year), race (black and total), sex, attendance status (full time and part time), and control (public versus private). These data are presented in ten year increments from 1950 through 1970 and in five year increments from 1975 through 2000. (Author/MK)

ED 193 348 UD 020 440

Weinberg, Meyer

Intra-District Inequalities, II.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—50p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 608.

Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01003 (\$4.00 + \$0.30 postage).

Journal Cit—Research Review of Equal Education; v3 n2 Spr 1979

Pub Type—Information Analyses (070)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Rights Legislation, *Educational Finance, Elementary Secondary Education, *Equal Education, Equal Facilities, *Expenditure Per Student, Federal Aid, *Financial Problems, Racial Discrimination, *School District Spending, School Taxes, State Aid

Identifiers—California (Los Angeles), Elementary Secondary Education Act Title I, Hobson v Hansen, Illinois (Chicago), New York (New York)

Research on intra-district inequalities is necessary for determining if changes in state financing formulas have affected inequitable distributions of educational resources within school districts and between classrooms in individual schools. Material inequalities in per pupil expenditures based on race were outlawed by the Hobson vs Hansen court decision. Title I of the Elementary and Secondary Education Act was found to have worsened intra-district inequalities in some school systems either through the withdrawal of local funds from poor schools or through improper use of funds to purchase services for ineligible children. Intra-district inequalities were found by the Office for Civil Rights in New York City, Chicago, and Los Angeles. The inequalities were related to racial, ethnic, and - inferentially - economic factors. Efforts to support litigation for revision of inter-district taxation has led to the omission of emphasis on intra-district inequalities and to the exaggeration of factors beyond district control. A new Federal inquiry into inter-district, intra-district, and within school inequalities may be of pivotal significance in the formulation of future policy and research. Tables of data are included and a bibliography is appended. (Author/MK)

ED 193 349 UD 020 595

Harris, Kenneth A. Dowe, Ronald R.

Detroit High School Profiles: Criteria-Based Monitoring of Desegregation.

Detroit School District, United States District Court Monitoring Commission, Detroit, Mich.

Pub Date—1 Apr 80

Note—72p.; Paper prepared for the American Educational Research Association Annual Meeting (Symposium: Sig/Social Indicators Research), Social Indicators of Equality of Educational Opportunity (Boston, MA, April 1, 1980). Some pages

may be marginally legible due to reproduction quality of original.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Court Role. *Criteria. *Desegregation Effects. Desegregation Litigation. Desegregation Plans. *Evaluation Methods. *Program Effectiveness. Program Evaluation. *School Desegregation. Secondary Education
Identifiers—*Detroit Public Schools MI

A criterion-based assessment procedure was used to evaluate the success of court-ordered desegregation and educational programs in Detroit, Michigan. A monitoring commission was appointed to effect this assessment. This report begins by describing the commission and assessment procedures. The next portion of the report is devoted to materials which outline the criteria the commission used to assess high schools. The materials are divided into three sections: broad criteria, minimal criteria for the initial assessment, and descriptions of staff action for further assessment of individual schools. This is followed by graphs and tables of data used as examples of high school assessment profiles. Newspaper clippings and court memoranda pertaining to school desegregation are also included. (MK)

ED 193 350 UD 020 608

Weinberg, Meyer

Intradistrict Inequalities, I.

Massachusetts Univ., Amherst. School of Education.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—39p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 440.

Available from—Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01002 (\$4.00)
Journal Cit—Research Review of Equal Education; v3 n1 Win 1979

Pub Type—Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks. *Court Litigation. *Educational Resources. Elementary Secondary Education. *Equal Education. Expenditures. Literature Reviews. Low Income Groups. *Racial Discrimination. *Resource Allocation. School Support. *Social Differences

Identifiers—Supreme Court

This article discusses inequalities in the distribution of educational resources, with emphasis placed on inequalities within school districts. In the first section, racially-based inequalities within school districts are traced from the post Civil War period to the 1960s. Examples of unequal expenditures for black students given in this section include disparities in the rural South and in Newark, Chicago, and the District of Columbia. The second section is a review of social science research investigating the degree to which educational resource allocations favor upper income children. Studies examining the unequal distribution of adequate school buildings, experienced and well paid staff, and local, State and Federal funds within districts and within individual schools are discussed. The third section traces the changing legal stance on equality of educational resource allocation. Included are discussions of the post Civil War period of mandated equality in some States, the rulings by courts at all levels approving intradistrict inequalities at the turn of the century, the Supreme Court's unrealistic assertion in the 1954 Brown vs. Board of Education decision that inequalities in expenditures were not an issue because inequalities did not exist in the Brown States, and the Supreme Court's declaration of the need for the elimination of intradistrict educational inequalities linked to illegal segregation in the 1977, Milliken decision. A list of court cases cited in the article is appended. (BE)

ED 193 351 UD 020 653
Grade 7 Student Attitudes Toward Desegregation—Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Jan 79

Note—37p.; For related documents see UD 020 654-655, UD 020 657, UD 020 659-660, and UD 020 662.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures. *Desegregation Effects. Educational Environment, Grade 7, Junior High Schools. Questionnaires. Racial Attitudes. Racial Relations. *School Desegregation. School Safety. *Student Attitudes
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of Grade 7 students in 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on student attitudes. The questions focused on several areas including student racial relations, attitudes toward race, and perceptions of race related school conditions and school safety. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

ED 193 352 UD 020 654

Middle School Parent Attitudes Toward Desegregation—Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—May 79

Note—57p.; For related documents see UD 020 653-655, UD 020 657, UD 020 659-660, and UD 020 662.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement. Attitude Measures. Busing. Counseling. *Desegregation Effects. Discipline. Educational Quality. Junior High Schools. *Parent Attitudes. Parent School Relationship. Questionnaires. Racial Relations. *School Desegregation
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of parents of Grade 7 students in 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

ED 193 353 UD 020 655

Elementary School Parent Attitudes Toward Desegregation—Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—May 79

Note—61p.; Not available in paper copy due to light print. For related documents see UD 020 653-654, UD 020 657, UD 020 659-660, and UD 020 662.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement. Attitude Measures. Busing. Counseling. *Desegregation Effects. Discipline. Educational Quality. Elementary Education. *Parent Attitudes. Parent School Relationship. Questionnaires. Racial Relations. *School Desegregation
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of parents of Grade 2 and Grade 5 students in 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on parent attitudes. The questions focused on several areas including desegregation and busing, pupil learning and racial relations, quality of education, school-parent relations, discipline, and counseling. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

ED 193 354 UD 020 656

Detroit Public Schools' Three-Year Bilingual Education Plan, 1979-1982.

Detroit Public Schools, Mich. Dept. of Bilingual Education.

Pub Date—16 Aug 79

Note—158p.; Report prepared by the Detroit Bilingual Education Task Force.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Bilingual Education. Community Involvement. Elementary Secondary Education. *English (Second Language). Multicultural Education. *Non English Speaking. Parent Participation. Personnel. Program Administration. Program Descriptions. Program Evaluation. *Program Implementation. Special Education
Identifiers—*Detroit Public Schools MI

This report details plans for future action by the Detroit Public Schools for bilingual education. It begins with an historical overview of national and local bilingual education in the last several years. The next section consists of a statement of goals, both for the program and the students involved. The two following sections address the areas of identification, assessment, and placement of non-English or limited English speaking children in the school system. Six additional sections describe program model options available for implementation in schools, staffing, parent and community involvement, administration and governance of bilingual programs, student and program evaluations, and special education. The final three sections discuss bilingual/multicultural education financing, Federal and State funding, and monitoring of program implementation. A glossary of terms is included. (Author/MK)

ED 193 355 UD 020 657

Elementary School Staff Attitudes Toward Desegregation—Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Jan 79

Note—43p.; For related documents see UD 020 653-655, UD 020 659-660, and UD 020 662.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement. Attitude Measures. Busing. *Desegregation Effects. Discipline. Elementary Education. Questionnaires. Racial Relations. School Counseling. *School Desegregation. Student Teacher Relationship. *Teacher Attitudes. Teacher Morale. Teacher Response
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 38 desegregated elementary schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

ED 193 356 UD 020 658

Impact of the Co-Funded Components.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—11 Mar 80

Note—38p.; For a related document see UD 020 664.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Skills. *Desegregation Effects. *Educational Improvement. Educational Quality. Elementary Secondary Education. *Program Effectiveness. Program Evaluation. Racial Relations. Reading Improvement. *School Desegregation. Surveys. Testing
Identifiers—*Detroit Public Schools MI. Emergency School Aid Act 1972

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training

ing, testing, and guidance and counseling. This report presents early findings of evaluations of the four components. Test data from a variety of norm and criterion referenced tests for a cross-section of grade levels indicated gains in reading and communication skills. Survey responses from elementary, middle, and high school staff members indicated improved racial relations among students. Survey responses from middle and secondary school students also indicated that student racial relations had improved. Observations of test administration procedures indicated that improved testing procedures had made a positive impact. Staff and student survey data are appended. (MK)

ED 193 357 UD 020 659
Grade 10 Student Attitudes Toward Desegregation—Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Jan 79

Note—37p. For related documents see UD 020 653-655, UD 020 657, UD 020 660, and UD 020 662.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Measures, *Desegregation Effects, Educational Environment, Grade 10, High Schools, Questionnaires, Racial Attitudes, Racial Relations, *School Desegregation, School Safety, *Student Attitudes
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of Grade 10 students in 11 desegregated high schools in Detroit, Michigan, to evaluate the impact of desegregation on student attitudes. The questions focused on several areas including student racial relations, attitudes toward race, and perceptions of race related school conditions and school safety. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

ED 193 358 UD 020 660
Middle School Staff Attitudes Toward Desegregation—Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Pub Date—Mar 79

Note—45p. For related documents see UD 020 653-655, UD 020 657, UD 020 659, and UD 020 662.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, Junior High Schools, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 22 desegregated middle schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distributions of responses to the questionnaire items for which major findings were reported. (MK)

ED 193 359 UD 020 661
Written Just for You! Be Cool in School, Uniform Code of Student Conduct.

Detroit Public Schools, Mich.

Pub Date—77

Note—13p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discipline, *Discipline Policy, Elementary Education, School Policy, *Student Responsibility, *Student Rights, Student Role

This booklet, based on the court ordered Uniform Code of Student Conduct, published by the Detroit Public Schools, is designed to make elementary school students in Detroit, Michigan aware of their

rights and responsibilities in school. In simple language, the booklet delineates laws and rules the students must abide by, discusses disciplinary actions that will be taken if rules are broken, explains the students' legal rights, and outlines responsibilities students have toward their peers, teachers, and themselves. (MK)

ED 193 360 UD 020 662
High School Staff Attitudes Toward Desegregation—Second Survey, May 1978.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.

Pub Date—Mar 79

Note—44p. For related documents see UD 020 653-655, UD 020 657, and UD 020 659-660.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Attitude Measures, Busing, *Desegregation Effects, Discipline, High Schools, Questionnaires, Racial Relations, School Counseling, *School Desegregation, Student Teacher Relationship, *Teacher Attitudes, Teacher Morale, Teacher Response
Identifiers—*Michigan (Detroit)

A questionnaire was administered to samples of staff from 11 desegregated high schools in Detroit, Michigan, to evaluate the impact of desegregation on staff attitudes. The questions focused on a number of areas including desegregation and busing, student achievement, student-staff relations, student racial relations, and staff relations and morale. This report includes analyses of questionnaire items that were considered most important and meaningful for a useful evaluation. The appendix presents the complete distribution of responses to the questionnaire items for which major findings were reported. (MK)

ED 193 361 UD 020 663
Interview Guide.

Detroit Public Schools, Mich.

Note—28p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Assistant Principals, *Attendance, *Behavior Problems, *Compliance (Legal), *Discipline Policy, Discipline Problems, Elementary Secondary Education, Information Dissemination, *Interviews, Principals, School Orientation, School Policy

Identifiers—*Detroit Public Schools MI

The questions in this interview guide pertain to the Detroit Public Schools Uniform Code of Student Conduct and City Wide Attendance Regulations. They are directed to school principals and assistant principals. The questions help to determine if the Uniform Code and Attendance Regulations were disseminated, if orientations were carried out, and whether and how they are being enforced. Questions also focus on special programs and support services for students having significant discipline problems and on difficulties administrators are experiencing with the Code and Regulations. An observation guide is appended to assist administrators when evaluating the effects of the Code and Regulations. (MK)

ED 193 362 UD 020 664
Detroit Public Schools Educational Components.

Detroit Public Schools, Mich.

Pub Date—9 Nov 76

Note—46p. Prepared by the Office of the General Superintendent and the Division of Educational Services. Tables may be marginally legible due to broken print. For a related document see UD 020 658.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Skills, *Desegregation Methods, Educational Improvement, Elementary Secondary Education, *Guidance, *Inservice Teacher Education, Program Descriptions, *Reading Skills, *Testing
Identifiers—*Detroit Public Schools MI, Emergency School Aid Act 1972

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training, testing, and guidance and counseling. This report presents a summary budget of the four co-funded educational components and then briefly describes each of the components. Each description

includes a summary of program activities and shows how the activities will be implemented in elementary, middle, and secondary schools. A time line for program implementation is included for each component. (MK)

ED 193 363 UD 020 666
Management Accountability System for Desegregation Educational Components.

Detroit Public Schools, Mich.

Pub Date—12 Oct 79

Note—147p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Accountability, *Administrative Policy, Administrator Responsibility, *Compliance (Legal), Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Program Descriptions, *Program Implementation
Identifiers—*Detroit Public Schools MI

The accountability system developed by the Detroit Public Schools is designed to ensure that the letter and the spirit of the educational components of the system's desegregation plan are fully instituted in every school. For each component (bilingual/bicultural education, elementary and middle school reading, career and counseling guidance, vocational education, teacher inservice, community relations, senior high school reading, testing, and the uniform code of student conduct) the responsibilities of each key position are delineated. Acceptable evidence of compliance with court orders is described. The positions responsible for monitoring, correcting, and reporting the level of implementation are designated. Two reporting systems, one guaranteeing accountability by principals and superintendents and one to provide analyses of implementation and impact by component, are described. (Author/MK)

ED 193 364 UD 020 724
McMillan, Charles B.

Magnet Schools: An Approach to Voluntary

Desegregation. Fastback 141.

Phi Delta Kappa, Bloomington, Ind. Educational Foundation.

Pub Date—80

Note—52p. Not available in paper copy due to institution's restriction.
Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.75, \$0.60 to members).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Magnet Schools, Program Effectiveness, *School Desegregation, Urban Schools, Voluntary Desegregation

This booklet was written to describe and evaluate the role of magnet schools in desegregation plans. The author presents case studies of two moderately successful magnet schools, the Martin Luther King Middle School in Boston and the Clifton Multi-Age Magnet School in Cincinnati. He then discusses magnet schools in the context of desegregation and illustrates the way in which the courts have been using magnet schools for desegregation purposes. In the third section the author discusses the educational dimension of magnet schools, somewhat apart from their desegregation impact. The author then reviews the roles of State and Federal governments in supporting magnet education. The booklet is concluded with a discussion of the pros and cons of metropolitan magnet schools and recommendations for magnet school programs. (Author/MK)

ED 193 365 UD 020 745
Seelye, David S.

The Bankruptcy of Service Delivery.

Public Education Association, New York, N.Y.

Pub Date—13 Feb 80

Note—17p. Paper presented at the Foundation Lunch Group: Panel on Children, Edwin Gould Foundation for Children (New York, N.Y., February 13, 1980).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Change Strategies, *Delivery Systems, *Educational Change, *Elementary Secondary Education, Parent Role, Student Role, Teacher Role
Identifiers—New York (New York)

The dominant concept of public education at present can be described as a "service delivery" model. The public wants its children educated, delegates

the job to a government agency (the schools), and holds that agency responsible for the delivery of educational services. The problems in public education, however, will not be solved by holding the system accountable. The reason for this is that in any successful educational enterprise, partnership, and not political accountability, must be the dominant relationship. In a partnership approach to education, the student, and not the teacher, is the prime producer of learning, and parents and teachers share in the educational responsibility. The partnership approach would also have the advantage of maximizing resource utilization, increasing accountability of parents and citizen groups, and leaving to the "empowerment" of the client population. From a social and economic standpoint, this is a particularly propitious time for changing to a partnership approach. Current research in the areas of alternative education and integrated human services can provide impetus and guidance for policy makers in order to enable them to reverse the crisis in public education. (Author/GC)

ED 193 366 UD 020 808

Carlson, Helena M.

Some Effects of the Black Caucus and Women's Caucus on the American Psychological Association.

Pub Date—[78]

Note—57p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Blacks. *Females. Improvement. Influences. *Psychologists. Psychology. *Racial Bias. *Sex Bias

Identifiers—*American Psychological Association
An examination was made of the effects of the black caucus and the women's caucus on the American Psychological Association (APA). Black psychologists charged the APA with racism and female psychologists charged the organization with sexism. Both groups demanded changes in APA governance structure and policy. The demands of the two groups and responses of the APA to those demands were investigated within the context of a historical review of events. Findings of the examination indicated that the influence of the women's caucus in psychology made a major impact on the APA. The black caucus had less of an impact as a result of its withdrawing from the APA. Both groups sensitized the organization to the issues of racism and sexism within psychology. (Author/MK)

ED 193 367 UD 020 854

Ladner, Robert A.

Social and Demographic Factors Affecting Psychopathology and Substance Abuse in a Spanish Family Clinic Population.

Miami Univ., Coral Gables, Fla.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date—8 Jun 76

Note—25p.; For related documents see UD 020 854-856 and UD 020 859-863. Not available in paper copy due to institution's restriction. Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age. *Alcoholism. *Cubans. *Demography. *Drug Abuse. *Hispanic Americans. Marital Status. *Mental Health. Mental Health Clinics. Psychiatric Services. Sex. Social Class

Identifiers—*Florida (Miami)

This report presents findings on the social and demographic factors associated with drug abuse, alcoholism, and major psychological impairment in a population of Cuban American patients presenting at the Spanish Family Guidance Clinic (Miami, Florida) in 1974-75. The analysis indicates a number of factors operating to increase the likelihood of disturbance in the client population. Age is positively associated with subjective distress and negatively associated with drug abuse and impulse control disturbance. Females show higher rates of subjective distress and impulse control disturbance. Married persons show lower rates of impulse control disturbance and drug abuse, but greater subjective distress, than single persons. Persons with a previous history of psychiatric hospitalization show elevated drug abuse, impulse control disturbance, and reality testing disturbance rates, relative to persons without such a history. No social class differences in psychopathology were found. Several

aspects of the relationships between risk related demographic features of this population and patient drug abuse and psychopathology are inconsistent with previous research findings for other populations. This indicates that the family role relationships that influence psychopathology in the general population do not act in the same way among Miami's Cubans. (Author/GC)

ED 193 368 UD 020 855

Scopetta, Mercedes A. And Others

Ecological Structural Family Therapy with Cuban Immigrant Families.

Miami Univ., Coral Gables, Fla.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date—[78]

Grant—H81-DA-01696

Note—28p.; Not available in paper copy due to institution's restriction. For related documents see UD 020 854-856 and UD 020 859-863. Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation. Adjustment (to Environment). Adolescents. *Counseling Theories. *Cubans. *Drug Abuse. Family (Sociological Unit). *Family Counseling. Hispanic Americans. *Immigrants. Psychological Services

Identifiers—Florida (Miami)

Research and clinical practice at the Spanish Family Guidance Clinic (Miami, Florida) has suggested that ecological structural family therapy might be a treatment of choice for Cuban immigrants. Such a treatment approach was found to be consistent with the values of this population and was particularly helpful in addressing special problems arising from the acculturation process. Nevertheless, it was not clear whether both conceptualization and therapeutic intervention needed to be ecological, or whether it was sufficient to conceptualize in ecological terms but to intervene structurally only within the conjoint family context. The present study was conducted to investigate the relative effectiveness of two treatment approaches, labeled "intramural" and "ecological." The subjects were thirty-three Cuban families admitted to the clinic in 1975-76. All of these families had at least one adolescent member and one family member abusing drugs. The families were randomly assigned to different experimental groups and were treated by the clinic's therapists from three to twenty sessions each. The results of the study indicate that both ecological and intramural treatment were highly effective forms of therapy for these families. The number of clients abusing drugs was greatly reduced, and the families improved their functioning in the educational, occupational, peer, judicial, social services, and recreational spheres. (Author/GC)

ED 193 369 UD 020 856

Szapocznik, Jose And Others

Cuban Value Structure: Treatment Implications.

Miami Univ., Coral Gables, Fla.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date—[77]

Grant—S-H81-DA-01696-02

Note—37p.; Not available in paper copy due to institution's restriction. For related documents see UD 020 854-856 and UD 020 859-863. Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents. Anglo Americans. *Cubans. Cultural Differences. *Cultural Influences. Hispanic Americans. Immigrants. *Mental Health. *Psychological Characteristics. Social Influences. *Values

Identifiers—Florida (Miami). *Value Orientations Scale

As part of an effort to investigate the cultural characteristics of Cuban Americans and to develop culturally appropriate mental health treatment models for this population, a study of Cuban/Anglo American adolescent value differences was conducted. To study cultural variables, a Value Orientations Scale was developed based on the work of Kluckhohn and Strodtbeck. Four factorially derived subscales were obtained. When Cuban immigrant and Anglo American adolescents were compared, the Cubans tended to prefer lineality, subjugation to

nature, present time, and not to endorse idealized humanistic values. The Americans tended to prefer individuality, mastery over nature, future time, and to endorse idealized humanistic values. The implication of the findings is that a psychosocial treatment model that would be sensitive to the cultural characteristics of Cuban immigrants must validate this population's preference for a lineal style of relationships. (Author/GC)

ED 193 370 UD 020 858

Detroit Public Schools Emergency School Aid Act

Special Projects Application.

Detroit Public Schools, Mich. Office of Federal, State, and Special Projects.

Pub Date—11 Jun 79

Note—83p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Desegregation Methods. Desegregation Plans. Elementary Secondary Education. Interviews. Organizational Objectives. Program Content. Program Descriptions. Program Implementation. Program Proposals. Questionnaires. Racial Distribution. School Desegregation. *Teacher Distribution. *Teacher Integration. *Teacher Transfer

Identifiers—*Detroit Public Schools MI. Emergency School Aid Act 1972

In 1979 the United States District Court ordered the Detroit Public Schools to transfer its teachers in such a way that each school in the system would have a faculty comprised of not more than 60% of one race. In order to effect this balance, the district had to involuntarily transfer 472 teachers. This application for Emergency School Aid Act funds introduces the staff desegregation component of the city's desegregation plan, details the concerns of school staff, students, and parents, and presents the activities undertaken to effect desegregation. Interviews and questionnaires were used to determine the existence of problems with respect to involuntary transfers of staff. The concerns articulated by respondents suggested activities that had to be performed to ensure quality in the delivery of educational services to students. Objectives (with completion deadlines) were developed and are presented in chart form with the activities designed to meet each objective and the techniques used to evaluate each activity. (MK)

ED 193 371 UD 020 859

Szapocznik, Jose And Others

Culture Specific Approaches to the Treatment of Latin Multiple Substance Abusers: Family and Ecological Intervention Models.

Miami Univ., Coral Gables, Fla.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Pub Date—[76]

Grant—IR18-AA0022702

Note—33p.; Not available in paper copy due to institution's restriction. For related documents see UD 020 854-856 and UD 020 859-863. Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Acculturation. Adolescents. Adults. *Alcoholism. Case Studies. Counseling Theories. *Cubans. *Drug Abuse. *Family Counseling. Family Relationship. Hispanic Americans. *Marital Instability. Mental Health. *Psychological Services

Identifiers—Florida (Miami)

Four models developed for the treatment of Cuban American adult and adolescent drug and alcohol abusers are discussed in this paper. The study reviewed was aimed at (1) investigating the effectiveness of "Ecological Family Systems Therapy," an approach created by the Spanish Family Guidance Clinic in Miami, Florida, and (2) identifying the relevant variables of treatment intervention contributing to treatment effectiveness. Presented are four case studies of drug and/or alcohol abusers in which four different models were utilized: intramural individual, individual ecological, family intramural, and family ecological. It is suggested, based on preliminary findings, that (1) family ecological models are most effective in attracting, maintaining, and rehabilitating poorly acculturated families; (2) family models are most effective in the treatment of marital dysfunctions and in cases in which the symptomatic behavior is found in a young family member; and (3) individual models are effective in

promoting personal growth and development in the identified patient, but are not very effective in repairing marital dysfunctions. It is also suggested that combined (alcohol, drug, and mental health) treatment centers most effectively address the problems of Cuban immigrants. (Author/GC)

ED 193 372 U D 020 860

Szapocznik, Jose, Ed.

Hispanic Mental Health, Drugs and Alcohol Policy Issues: Views from the Field.

Miami Univ., Coral Gables, Fla.

Pub Date—[76]

Note—101p.; Not available in paper copy due to institution's restriction. For related documents see U D 020 854-856 and U D 020 859-863. Papers presented at the National Conference on Health and Human Services (Ist. Los Angeles, CA, September, 1976). Some sections may be marginally legible due to broken print. Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alcoholism, Cultural Influences, *Delivery Systems, *Drug Abuse, *Hispanic Americans, *Information Needs, *Mental Health, Public Policy

This work contains three papers presented at a conference held in 1976 for the purpose of examining, from a national perspective, the status of health and human services among Hispanic Americans. The first chapter, by A. Anthony Arce, concerns mental health policy in relation to the Hispanic American community. The author delineates some of the factors that account for the underutilization of mental health services by Hispanic Americans, including: an inadequate data base on this population, cultural heterogeneity, institutional policies and practices, manpower needs, inadequate research and evaluation, and insufficient community organization. The second chapter, by David Santisteban, approaches the problem of drug abuse among Hispanic Americans as a symptom of dysfunctional family structure, a problem created by pressures to adapt within the American social context. Recommendations are offered for drug abuse prevention, Hispanic American training, and an integrated strategy that includes legislation, research, training, and treatment. In the third chapter, author Fidelia A. Masi outlines the development of alcoholism treatment services in the work setting as a highly effective model of service delivery which, unfortunately, has rarely been applied to Hispanic Americans. The author recommends that occupational alcoholism programs be established for Hispanic Americans, and that Hispanic American counselors be trained to staff such programs. (Author/GC)

ED 193 373 U D 020 861

Scopetta, Mercedes A.

An Ecopsychological Family Therapy Approach to the Rehabilitation of the Latino Drug Abuser: History and Development.

Miami Univ., Coral Gables, Fla.

Pub Date—[76]

Note—14p.; Not available in paper copy due to institution's restriction. For related documents see U D 020 854-856 and U D 020 859-863. Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Cubans, *Drug Abuse, Family (Sociological Unit), *Family Counseling, *Family Problems, Family Relationship, *Hispanic Americans, Immigrants, *Parent Child Relationship, Psychological Services

An approach to the treatment of Hispanic (particularly Cuban) American families with drug abusing members is presented in this paper. The approach, developed by the Spanish Family Guidance Center in Miami, Florida, views dysfunctionality and drug abuse as emerging from a family's internal disorganization and ecological imbalance. In order to treat such a family, it is theorized, interactional patterns and structural relationships existing between its members, as well as other systems in the family's operational context, must be considered. The treatment plan described involves restructuring and reorganizing these interactions and relationships into patterns that will enhance the

lives of the individual family members and of the family group as a whole. (Author/GC)

ED 193 374 U D 020 862

Szapocznik, Jose And Others

Bicultural Involvement and Adjustment in Hispanic American Youths.

Miami Univ., Coral Gables, Fla.

Pub Date—[79]

Note—21p.; Not available in paper copy due to institution's restriction. For related documents see U D 020 854-856 and U D 020 859-863. Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, *Adjustment (to Environment), *Biculturalism, Counseling Theories, Counselor Qualifications, *Cubans, *Hispanic Americans, Junior High Schools, *School Counseling

Identifiers—*Florida (Miami)

As part of an effort in Dade County, Florida, to develop bicultural alternatives for secondary education, an Hispanic counseling model was developed to promote adjustment in Hispanic American youths by enhancing their bicultural survival skills. The study reported in this paper researched the premise that, in a bicultural setting, biculturalism leads to adjustment while monoculturalism causes maladjustment. A Bicultural Involvement Questionnaire and a scale relating cultural involvement to behavioral adjustment in the classroom were developed and administered to Hispanic American (Cuban and non Cuban) high school students. Both scales were found to be reliable and valid for Cuban Americans, but less so for non Cuban Hispanic Americans. Bicultural subjects were found to be better adjusted than monocultural subjects. It is recommended on the basis of the study that school counselors confronted with immigrant youngsters living in a bicultural community be able to facilitate an effective bicultural adjustment. (Author/GC)

ED 193 375 U D 020 863

Szapocznik, Jose And Others

What Changes, What Remains the Same, and What Affects Acculturative Change in Cuban Immigrant Families.

Miami Univ., Coral Gables, Fla.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date—[77]

Grant—5-H81-DA-01696-02

Note—14p.; Not available in paper copy due to institution's restriction. For related documents see U D 020 854-856 and U D 020 859-863. Paper presented at the Conferencia: Los Cubanos en los Estados Unidos (Miami, FL, January, 1977). Prepared by the Spanish Family Guidance Center, Department of Psychiatry.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, *Adolescents, Conflict, *Cubans, Family Problems, Family Relationship, *Generation Gap, Hispanic Americans, *Parent Child Relationship, *Psychological Characteristics, Psychological Studies

This paper discusses individual and interfamily processes affecting Cuban immigrant families with adolescent children. Data utilized include the results of various studies on psychological and behavioral changes related to acculturation. It is held that rate of acculturation is a function of many variables, including age, sex, and length of exposure to the host culture. Clinical variables, such as intergenerational conflict in Cuban families, are also discussed as they affect the acculturation of adolescent children. It is speculated that in families in which adolescent males exhibit an accelerated rate of acculturation, the adolescents may be presenting an acting out psychological profile. (Author/GC)

ED 193 376 U D 020 866

Kaufman, Maurice And Others

An Evaluation of Project LEAP, E.S.E.A. Title I Program of Medford, Massachusetts, 1979-1980.

Northeastern Univ., Boston, Mass.

Pub Date—80

Note—104p.; For related documents see ED 156 732-733, ED 156 801, and ED 174 740.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Compensatory Education, *Disadvantaged Youth, Elementary Education, *Program Effectiveness, Program Evaluation, Program Implementation

Identifiers—*Elementary Secondary Education Act Title I, Massachusetts (Medford)
This report presents an evaluation of the Medford, Massachusetts, Language, Education, Acceleration Program (Project LEAP) for the 1979-80 school year. The first section presents findings of evaluator observations during program implementation. The second section reports findings from quantitative measures: standardized tests, evaluator-constructed tests, and questionnaires. The appendix includes reports from program specialists, examples of language activities, correspondence, and newsletters. (MK)

ED 193 377 U D 020 881

Wright, John

Bilingualism in Education, CUES Occasional Paper Number 1.

Centre for Urban Educational Studies, London (England).

Pub Date—[78]

Note—38p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, *Change Strategies, Criteria, Educational Change, *Educational Needs, Elementary Secondary Education, Foreign Countries, Language of Instruction, *Minority Groups, Program Development

Identifiers—Great Britain

State education in Great Britain is monolingual. With increases in immigration and the proliferation of bilingual non-state schools, the desire of minority groups to be educated bilingually is growing apparent. The author of this article begins with a discussion of the relative merits of bilingualism by reviewing the research that has endorsed arguments on both sides of the issue. He then reviews bilingual education programs in other countries with an emphasis on the political and attitudinal contexts of different programs. In the final section, the author encourages British schools to set a long-term goal of full bilingual education (students become both bilinguist and bilingual and are taught all subjects in both languages) and establishes six criteria by which changes in the schools can be assessed. (MK)

ED 193 378 U D 020 892

Fillmore, Patricia

Moving On: Teacher Education Discussion Guide.

Ontario Educational Communications Authority, Toronto.

Pub Date—79

Note—39p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), *Adolescents, *Change Strategies, *Differences, Family Life, Family Mobility, Foreign Countries, Language Attitudes, Language Variation, Peer Relationship, *Psychological Needs, Racial Discrimination, *Relocation, School Role, Secondary Education, Student Evaluation

Identifiers—Canada

This guide was written for use in conjunction with the videotape "Moving On," a studio discussion and documentary film. The film attempts to create an awareness of the adjustment problems experienced by high school students who have frequently moved within or between countries. The guide provides a springboard for thinking about and discussing the problems adolescents face when adjusting to a new environment. After a brief overview of the film, the guide presents a series of discussion topics and questions focussing on fear of change, environmental adjustment, the strains that relocation places on the family, school transition, language differences, racial discrimination, academic assessment problems, and assistance that can be provided to adolescents by teachers, parents, and peers. An annotated bibliography of relevant materials is included in the guide. (MK)

ED 193 379

UD 020 893

Chan, Adrian

Administrative Advocacy: Implications for Affecting Policy and Grantmaking.

Pub Date—Apr 80

Note—21p. Paper presented at the National Association for Asian-American and Pacific Education (2nd, Washington, DC, April 23-25, 1980).
 Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Policy. *Change Strategies. *Governance, Grants. *Grantsmanship. *Lobbying. *Public Agencies, Public Policy

In addition to the three traditionally defined branches of Federal and State government (executive, legislative, and judicial) there exists a fourth, powerful branch—administrative or regulatory agencies. To the naive eye, passage of a legislative act will lead to resolution of the problems that initiated the need for the act. However, legislation undergoes a process of further refinement that makes it implementable. This process occurs at the administrative agency level. It is important for educators to develop lobbying organizations to effectively communicate their concerns to administrative agencies and to have an impact on decision making. When educational advocacy groups are familiar with decision making processes within the different branches of government, they know what kinds of strategies to apply when endeavoring to work in policy and grantmaking areas. When trying to effect changes in policy or when applying for grants, advocacy organizations need to present their problems and issues to regulatory agencies in an organized, well documented, and well argued manner. (MK)

ED 193 380

UD 020 897

Tolson, Ivory L. Pasteur, Alfred B.

FESTAC '77: Implications for Culture in Counseling.

Pub Date—[77]

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education. *Affective Behavior. *African Culture. *Blacks. *Cultural Education. Multicultural Education. *School Counseling. *Self Concept

In this paper, observations made by the authors while attending the Second World Festival of Black and African Art and Culture (FESTAC '77) are discussed in terms of their implications for black mental health. The presence and effects of the "Black Aesthetic" are described as they were manifested by the Festival participants. Particularly emphasized is the affective aspect of the Aesthetic, which is defined as having five dimensions: depth of feeling, naturalistic attitudes, style, communicative proclivities, and physical responsiveness to affective stimuli. It is held that the principal role that guidance and counseling must play is to project positive black African cultural images on the psychic screen of black people's minds, so as to effect healthy self concept and identity. Suggestions are offered for presenting positive African cultural images in educational settings in order to contribute to the intellectual and affective developments of black Americans. (GC)

ED 193 381

UD 020 902

Foushee, Ray

Most Kentucky Cities Reduce Public Housing Segregation. Staff Report 80-4.

Kentucky Commission on Human Rights, Louisville.

Pub Date—Jun 80

Note—30p.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Housing Discrimination. *Public Housing. *Racial Composition. *Racial Integration. *Racial Segregation

Identifiers—*Kentucky

Recent trends related to the racial desegregation of public housing in Kentucky are described in this report. The following findings are highlighted: (1) In 1979, no Kentucky cities operated totally segregated public housing; (2) the Murray Housing Authority operated the State's most segregated public housing as of July 1979, with Hazard, Owensboro, Mayfield, Madisonville, Lexington, Elizabethtown, Hickman, Louisville, and Pineville following close behind; (3) four cities that were on the "ten most segregated" lists in 1976 (Russellville, Hopkinsville,

Newport, and Henderson) sufficiently reduced their segregation to be removed from the 1979 list; (4) the voluntary adoption of Affirmative Action Tenant Placement Plans has resulted in dramatic progress toward public housing desegregation in several Kentucky cities, most notably Hopkinsville; and (5) in 1979, there were still thirteen public housing sites in Kentucky where all tenants were of one race, though both blacks and whites were readily available for housing. Also included in this report are a model voluntary affirmative action housing program and numerical tables describing segregation levels and the racial breakdown of multi-site public housing authorities. (Author/GC)

ED 193 382

UD 020 906

Affirmative Action Plan. Fourth Edition.

New York State Education Dept., Albany.

Pub Date—80

Note—41p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affirmative Action. *Civil Rights Legislation. *Compliance (Legal). *Employment Practices. *Equal Opportunities (Jobs). Government Employees. *State Departments of Education

Identifiers—*New York

The aim of this plan is to provide the reader with an outline of the New York State Education Department's commitment to equal employment opportunity and its obligation to comply with various anti-discrimination laws. These laws include the New York State Human Rights Law, the Federal Equal Employment Opportunity Act of 1972, Section 504 of the Federal Rehabilitation Act of 1973, the Federal Title IX Regulations implementing the Education Amendments of 1972, and other appropriate Federal and State legislation. Areas covered in the plan are: policy and purpose, organization of the Department, officials in charge of affirmative action, dissemination and goals of the plan, employment data, employment and promotion policy and activities, employment interviewing, appointment monitoring, separations, affirmative action reference file and related reports, employment of persons with handicapping conditions, maternity leaves, training and career development, handling employee complaints of discrimination, citizen complaints of discrimination, management staff orientation, and other miscellaneous provisions. (Author/GC)

ED 193 383

UD 020 914

Project TIES: Tracing Individual Ethnic Sources.

Activities, Grades 10-12.

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW).

Washington, D.C.

Bureau No.—549AH80153

Pub Date—79

Note—107p. Page 31 (Map) may be marginally legible due to small print.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cultural Background. Cultural Differences. Cultural Interrelationships. *Ethnicity. Ethnic Relations. *Instructional Materials. *Multicultural Education. Secondary Education

Tracing Individual Ethnic Sources (Project TIES) offers students a chance to explore the area of ethnicity by first examining their own family and cultural heritage and then comparing their history to that of others in the hope of reinforcing the universality of culture, promoting the acceptance of ethnic diversity, and restraining cultural chauvinism. This guide contains an activity and skill-oriented curriculum designed to provide students in grades 10-12 with the tools for carrying out their investigations. The first group of activities ("My Ethnic Heritage") highlights the student's own ethnic and family background. The second group ("Where Do I Fit?") compares the students' experiences to classroom, local, and national patterns. Finally, the curriculum attempts to bridge the gap between the ethnocentrism of studying one's own past and the abstractness of learning about the wider society by focusing on cultural interactions in the third group of activities ("Intergroup Relations"). (Author/MK)

ED 193 384

UD 020 915

Swanson, Robert W. And Others

Income and Benefit Receipt Among Michigan AFDC Families. Studies in Welfare Policy Number 13.

Michigan State Dept. of Social Services, Lansing. Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Sep 79

Grant—18-P-90281/5-01

Note—156p. Prepared by the Office of Planning, Budget, and Evaluation, Income Maintenance Analysis Division. Not available in paper copy due to institution's restriction.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Eligibility. Family Characteristics. Family Financial Resources. *Family Income. Low Income Groups. *Poverty. Public Policy. Welfare Agencies. *Welfare Recipients. *Welfare Services

Identifiers—*Aid to Families with Dependent Children. Michigan

In an effort to analyze the patterns of income and benefit receipt among Michigan Aid to Families with Dependent Children (AFDC) recipients, this study examined a sample of cases for 21 different types of welfare and non-welfare income sources. The results showed an interaction among the various income sources and showed they can have an effect upon the income status of AFDC recipients. Major findings of the study included (1) the typical AFDC case was a single-parent, female-headed family averaging 3.4 members with an annual income of \$6,012 derived from AFDC payments and a variety of other earned and non-earned sources, (2) most typically, the families received AFDC alone or in combination with Medicaid and/or Food Stamps, (3) alternative definitions of income yielded alternative estimates of the degree of poverty of the recipients, (4) in-kind benefits (such as Medicaid, Food Stamps, and day care) were found to be less efficient means of assistance than cash payments, and (5) there is a dramatic need for consolidation or coordination of existing welfare programs. (MK)

ED 193 385

UD 020 918

Brumberg, Stephan F. Toledo, Victor

Final Evaluation Report for the C.S. 211 Bilingual Gifted and Talented Program 1978-1979.

National Training and Evaluation Center, New York, N.Y.

Spons Agency—Community School District 12, Bronx, N.Y.

Pub Date—[79]

Grant—G00700624

Note—31p. Appendix 1 (Student Questionnaire) has been deleted due to reproducibility factors.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement. *Bilingual Education. Elementary Education. *Gifted. Program Descriptions. *Program Effectiveness. Program Evaluation. Resource Staff. Spanish. Theater Arts

Identifiers—Bilingual Education Act 1968, New York (Bronx)

This report provides a program description and evaluation findings of a bilingual program for gifted and talented children conducted at C.S. 211, an elementary school serving black and Hispanic children in an economically deprived area of the Bronx, New York. The program's goals, which included above grade level reading and mathematics performance in the children's native language and acquisition of the second language, are reviewed. Instructional practices, curriculum and materials development, and staff development designed to accomplish these goals are described. Program activities for the 1978-79 academic year, including classroom and performing arts activities, are reviewed. The Bilingual Gifted and Talented Program is positively evaluated, with particular praise given to the teaching staff of C.S. 211. Based on observations, on comparisons of achievement test data with the District average, and on results from a student questionnaire, it is recommended that funding for the program be continued. Problem areas relating to the program's scope, administration, selection and testing procedures, and staff utilization are also identified and discussed. (GC)

ED 193 386

UD 020 919

Pizzillo, Joseph J., Jr. And Others

Bilingual Title VII Program, Regular School Year 1978-79. Final Evaluation Report, July 1, 1978 through June 30, 1979.

Multilingual/Multicultural Laboratory Center, New York, N.Y.

Spons Agency—Community School District 5, New York, N.Y.

Bureau No.—403CH80382

Pub Date—30 Jul 79

Grant—G007700504

Note—54p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement. *Bilingual Education. Elementary Education. Junior High Schools. *Program Administration. Program Descriptions. *Program Effectiveness. Program Evaluation. Spanish

Identifiers—Bilingual Education Act 1968

The results of an evaluation of a Title VII bilingual education program conducted in four Central Harlem (New York City) elementary and junior high schools are presented in this report. The program, which consisted of bilingual (Spanish and English) instruction in language and reading skills, mathematics, science, and social studies, is briefly described. Objectives in the areas of instruction, staff training, materials and curriculum development, and parent and community involvement are outlined, and evaluation findings are discussed separately for each area. Extensive pre and post test student achievement data are presented. Also focused on in the report are administrative procedures and the relationship obtained between project staff members and their administrative assignments. Recommendations are offered in the areas of future evaluation procedures, achievement measures, language usage, individual school decision making, inter-school cooperation, and the participation of a broader range of students. (GC)

ED 193 387

UD 020 926

Daneke, Gregory A. Steiss, Alan Walter

Policy/Program Implementation, Instructors' and Students' Manual. Module Number Ten of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[77]

Note—122p. For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies. Government (Administrative Body). Government Employees. Inservice Education. Instructional Materials. Learning Modules. *Management Development. Management Systems. Postsecondary Education. Professional Continuing Education. *Program Implementation. *Public Administration. *Public Administration Education. Public Agencies. *Public Policy. Systems Approach

This packet contains the materials necessary for presentation of the tenth of ten modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on policy/program implementation which is concerned with clarification of goals, task delineation, organizing, planning, scheduling, delegation of responsibilities, and follow-up. This packet consists of a combined instructor's and student/participant's manual providing background information on program implementation and case studies which are the vehicles for introduction and application of implementation concepts. (Author/MK)

ED 193 388

UD 020 927

Daneke, Gregory A. Steiss, Alan Walter

Administrative Policy Analysis, Budgeting, Implementation, and Evaluation: An Overview to Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[77]

Note—123p. For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies.

Pub Type—Guides - Classroom - Learner (051) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Decision Making. *Evaluation Methods. Government (Administrative Body). Government Employees. Inservice Education. Instructional Materials. *Management Development. Management Systems. Postsecondary Education. Professional Continuing Education. *Public Administration. *Public Administration Education. Public Agencies. *Public Policy. Systems Approach

This overview serves as an introduction to a series of ten curriculum modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. The overview was designed to provide a generalized discussion of the field of government policy/program analysis and evaluation. The training program for municipal managers is based on a conception of public management that combines and expands the traditional approaches of public administration, policy analysis, comprehensive planning, public budgeting, and fiscal/economic analysis into a coordinated process capable of yielding rational public policies and decisions. The overview discusses policy analysis within the context of public administration, presents a systems theory perspective and its effects on policy analysis, and introduces the ten curriculum modules which comprise the program. (Author/MK)

ED 193 389

UD 020 928

Stuart, Robert C.

Strategic Planning, Instructor's Manual, Module Number One of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[77]

Note—213p. For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies. Includes Participant/Student Manual.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Decision Making. Government (Administrative Body). Government Employees. Inservice Education. Instructional Materials. Learning Modules. *Management Development. Management Systems. *Planning. Postsecondary Education. *Public Administration. *Public Policy. Systems Approach

This packet contains the materials necessary for presentation of the first of ten modules which comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module introduces strategic planning which is a process for reducing the uncertainty under which systems operate. Its primary objective is to broaden the base for making public decisions that have long range implications. The packet includes (1) an instructor's manual which provides suggestions about the mechanical details upon which the success of the module depends, (2) a technical supplement which is an extension of and performs the same function as the instructor's manual, and (3) a student/participant manual which discusses basic concepts in local government planning. (Author/MK)

ED 193 390

UD 020 929

Stuart, Robert C.

Workbook: Strategic Planning, Module Number One of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[74]

Note—125p. For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies. Not available in paper copy due to small, broken print.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decision Making. Government (Administrative Body). Government Employees. Inservice Education. Instructional Materials. Learning Modules. *Management Development. Management Systems. *Planning. Postsecondary Education. *Public Administration. *Public Administration Education. Public Agencies. *Public Policy. Systems Approach

This student/participant handbook is part of the first of ten modules which comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. The strategic planning module introduces a decision making process for reducing the uncertainty under which systems operate. Its primary objective is to broaden the base for making public decisions that have long range implications. The student/participant handbook contains two sections: lecture outlines for use during presentation of the course and a supplement to be used for clarification and later reference. (Author/MK)

ED 193 391

UD 020 930

Morley, Elaine

Productivity Measurement, Instructor's Manual. Module Number Eight of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[76]

Note—108p. For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies. Includes Participant/Student Manual.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies. Efficiency. Government (Administrative Body). Government Employees. Inservice Education. Instructional Materials. Learning Modules. *Management Development. Management Systems. Organizational Effectiveness. *Productivity. Professional Continuing Education. *Public Administration. *Public Administration Education. Public Agencies. *Public Policy. Systems Approach

This packet contains the materials necessary for presentation of the eighth of ten modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on productivity measurement which is the evaluation of the efficiency with which resources are consumed within the effective delivery of public services. The packet includes an instructor's manual which provides notes to assist the presentation of materials and a student/participant manual which introduces productivity measurement and case studies for the practical application of the concepts introduced. (Author/MK)

ED 193 392

UD 020 931

Steiss, Alan Walter

Capital Facilities Planning and Debt Administration, Module Number Seven of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy

Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[76]

Note—180p.; For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Capital Outlay (for Fixed Assets), Case Studies, Government (Administrative Body), Government Employees, Inservice Education, Instructional Materials, Learning Modules, *Management Development, Management Systems, Planning, Postsecondary Education, Professional Continuing Education, *Public Administration, *Public Administration Education, Public Agencies, *Public Policy, Systems Approach

This packet contains the instructional materials necessary for presentation of the seventh of ten modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on capital facilities planning in local government finance. Capital facilities planning encompasses activities that attempt to provide public improvements for a community in a timely and orderly manner. The module materials address government responsibility, investment decisions, population estimates, finance methods, municipal bonds marketing, and debt administration. (Author/MK)

ED 193 393

UD 020 932

Steiss, Alan Walter

Performance/Program Budgeting, Module Number Six of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[75]

Note—192p.; For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Budgeting, Case Studies, Government (Administrative Body), Government Employees, Inservice Education, Instructional Materials, Learning Modules, Postsecondary Education, Professional Continuing Education, *Public Administration, *Public Policy, Resource Allocation, Systems Approach

This packet contains the instructional materials necessary for presentation of the sixth of ten modules which comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on performance/program budgeting which combines and extends fiscal planning and control elements from the management orientation of performance and the planning orientation of program budgeting. The module materials address the evolution of public budgeting; uncertainty, risk, and innovation; effective budget preparation; major components of a performance/program budget; and analytical approaches in public budgeting. (Author/MK)

ED 193 394

UD 020 933

Goldstein, Harvey

Cost-Benefit and Cost-Effectiveness Analysis, Instructor's Manual, Module Number Five of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[75]

Note—87p.; For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies. Includes Participant/Student Manual. Tables may be marginally legible due to small type.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, *Cost Effectiveness, Government (Administrative Body), Government Employees, Inservice Education, Instructional Materials, Learning Modules, *Management Development, Management Systems, Postsecondary Education, Professional Continuing Education, *Public Administration, *Public Administration Education, Public Agencies, *Public Policy

This packet contains the materials necessary for presentation of the fifth of ten modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on cost benefit and cost effectiveness analysis, a methodology for coping with the problem of allocating scarce resources. The packet includes an instructor's manual which presents the module purposes and assumptions, the course structure, and lecture materials and a student/participant manual which presents an overview of the module and the cases used to study analysis methods. (Author/MK)

ED 193 395

UD 020 934

Dickey, John W.

Policy/Program Analysis and Evaluation Techniques, Module 4, Long Range Forecasting, Instructors' Manual (Including Student Manual), Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[78]

Note—111p.; For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies. Some pages in the Appendix may be marginally legible due to broken print.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, Government (Administrative Body), Government Employees, Inservice Education, Instructional Materials, Learning Modules, *Long Range Planning, *Management Development, Management Systems, Postsecondary Education, Prediction, Professional Continuing Education, *Public Administration, *Public Administration Education, Public Agencies, *Public Policy, Systems Development

This packet contains the materials necessary for presentation of the fourth of ten modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on long range or technical forecasting techniques which are designed to reduce predictive uncertainty in regard to unique or cataclysmic events. The packet includes a combined instructor's and student/participant manual which describes the management, objectives, and presentation of the module and cases used to study forecasting concepts. (Author/MK)

ED 193 396

UD 020 935

Zody, Richard E.

Management by Objectives, Module Number Three of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[77]

Note—54p.; For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Decision Making, Government (Administrative Body), Government Employees, Inservice Education, Instructional Materials, Learning Modules, *Management by Objectives, *Management Development, Management Systems, Postsecondary Education, Professional Continuing Education, *Public Administration, *Public Administration Education,

Public Agencies, *Public Policy, Simulation, Systems Approach

This packet contains the materials necessary for presentation of the third of ten modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. The management by objectives module presents a framework for identifying, integrating, monitoring, and evaluating the goals and objectives of both public agencies and individuals within these agencies. The module utilizes a case study format for the simulation of management by objectives application. The packet includes an instructor's manual, instructor's materials, simulation materials, a bibliography, and student/participant materials. (Author/MK)

ED 193 397

UD 020 936

Yearwood, Richard M.

Issue Paper Techniques, Instructor's Manual, Module Number Two of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[76]

Note—97p.; For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies. Includes Student/Participant Manual.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, Decision Making, Government (Administrative Body), Government Employees, Inservice Education, Instructional Materials, Learning Modules, *Management Development, Management Systems, Postsecondary Education, Professional Continuing Education, *Public Administration, *Public Administration Education, Public Agencies, *Public Policy, *Research Reports, Systems Approach, Technical Writing

This packet contains the materials necessary for presentation of the second of ten modules that comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on issue papers which are first phase studies to be used as foundations for more extensive policy and program analyses. The packet contains an instructor's manual which presents module discussion questions and prototypical responses, a student/participant manual which includes background information on issue papers, and three case studies which form the core of the module. (Author/MK)

ED 193 398

UD 020 937

Herbert, Leo

Performance Auditing, Material for Class Leader, Module Number Nine of Policy/Program Analysis and Evaluation Techniques, Package VI.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Environmental and Urban Systems. Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research; National Training and Development Service for State and Local Government, Washington, D.C.

Pub Date—[77]

Note—270p.; For related documents see UD 020 926-937. Prepared by the Center for Urban and Regional Studies.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Case Studies, *Efficiency, Government (Administrative Body), Government Employees, Inservice Education, Instructional Materials, Learning Modules, *Management Development, Management Systems, *Operations Research, *Organizational Effectiveness, Postsecondary Education, Professional Continuing Education, *Public Administration, *Public Administration Education, Public Agencies, *Public Policy, Systems Approach

This packet contains the materials necessary for presentation of the ninth of ten modules which comprise a portion of the National Training and Development Service Urban Management Curriculum Development Project. This module focuses on performance auditing which evaluates activities and

operational efficiency by reviewing finances, management policies, and administration. The packet includes materials for the instructor which overview the course methods, concepts, and procedures and a student/participant manual which presents case studies used as vehicles for teaching auditing concepts. (Author/MK)

ED 193 399 UD 020 942

Fratone, Frank A.

The Education of Nonmetro Blacks. Rural Development Research Report No. 21.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date—Jul 80

Note—25p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Blacks, *Demography, Economically Disadvantaged,

Educational Improvement, Outcomes of Education, Rural Areas, *Rural Development, Rural Economics, *Rural Education, *Rural Population, Rural Urban Differences, Suburbs, Urban Areas

Nonmetro (rural) blacks continue to lag behind metro (urban and suburban) blacks and whites of all residence categories on rates of graduation from high school and college, functional literacy, preprimary and college enrollment, and adult education. Nonmetro blacks are also less likely to be in the labor force, hold white collar jobs, or have incomes above the poverty level, probably as a result of obtaining less education. Economic development of nonmetro areas, improvement of educational services, career/vocational training programs, and employment training programs are policy directions to be examined to improve the educational status of nonmetro groups. (Author/MK)

ED 193 400 UD 020 948

Pico, Isabel

Machismo y educacion en Puerto Rico [Machismo and Education in Puerto Rico].

Comision para el Mejoramiento de los Derechos de la Mujer, San Juan, Puerto Rico.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—79

Note—134p.

Language—Spanish

Pub Type—Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Education, Males, Native Language Instruction, *Sex Bias, *Sex Role, *Sex Stereotypes, *Social Studies, Spanish, Surveys, *Teacher Attitudes, *Textbook Bias, Textbook Content

Identifiers—*Machismo

This book is the result of a study that investigated the influence of "machismo" (a set of attitudes, beliefs, and behavior that perpetuates the myth of male superiority) in elementary education. The study included (1) a content analysis of textbooks used in Spanish and social studies classes in public and private schools in Puerto Rico and in bilingual programs in the mainland U.S., and (2) a survey of the attitudes and classroom practices of 128 elementary school teachers. The book is divided into five parts. First, the sexist and stereotype content of the basic reading series "Por el mundo del cuento y de la aventura" is reviewed. Second, social studies texts for grades 1-6 are analyzed with respect to their portrayal of sex roles and sex stereotypes at the family, community, and national levels. Third, evidence is presented as to the omission of women in the elementary school history curriculum and a new vision of history, which recognizes the contributions of women, is proposed. Fourth, the results of the survey on teachers' attitudes about, expectations of, and teaching behavior toward boys and girls are discussed. Included in this discussion is information regarding the socioeconomic profile of the teachers surveyed. Finally, strategies are proposed for countering the projection of male superiority in curriculum materials and promoting educational equality for women. Appended to the book are questionnaires and observation instruments used in the study and a bibliography on sex roles and sexism in education. (Author/GC)

ED 193 401

Mohapatra, Manindra Kumar

Asian-Indians in Search of Equality: Some Mundane Concerns in Complaining About Employment Discrimination in American Academia by Asian Indians.

Old Dominion Univ., Norfolk, Va. Dept. of Political Science.

Pub Date—May 80

Note—17p.; A working paper prepared for the Conference on Asian Indians in North America (Session 4, May 24-26, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Court Litigation, Due Process, *Equal Opportunities (Jobs), *Ethnic Discrimination, *Faculty, *Faculty College Relationship, Faculty Integration, Higher Education, *Indians, Interviews, Racial Discrimination Identifiers—Equal Employment Opportunity Commission

An analysis of court cases and Equal Opportunity Employment Commission decisions was undertaken to highlight problems of Asian Indian academics who are involved in filing discrimination complaints. These data were supplemented by informal interviews with faculty members who have filed complaints. The analysis indicates that the academics must carefully consider the consequences of filing formal charges against their institutions. The administrative agencies designed to receive discrimination complaints rarely indicate that they are unable to effectively protect minority group members against repercussions from their universities. Private law suits can be filed against institutions but local courts rarely label their local university as a discriminatory institution and the judicial process is extremely slow. Asian Indian academics can, if they feel they are being discriminated against, seek another position, utilize on-campus political processes, or, as a last resort, seek assistance from outside administrative agencies. (MK)

ED 193 402

Young, Eric D.

A Longitudinal Study on the Academic Development of Selected Participants in a Midwestern Upward Bound Project.

Pub Date—Aug 80

Note—94p.; Ed.S. Thesis, University of Iowa.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, *Compensatory Education, Developmental Studies Programs, *Educationally Disadvantaged, Educational Practices, Educational Quality, *Program Effectiveness, Program Evaluation, *School Role, Secondary Education, Student Characteristics, Student Improvement Identifiers—Iowa, *Upward Bound

Using a developmental research model, this longitudinal study focused on the academic development throughout secondary education of participants in a Midwestern Upward Bound project. The study attempted to determine whether the participants collectively demonstrated significant gains in achievement as a direct result of involvement in Upward Bound and assessed whether the school input factors (facilities, quality of the educational process, individualized instruction, and expenditures for compensatory education programs) were significant determinants of program success and the academic development of the students. Findings indicated that the Upward Bound program has been successful in meeting its goals and objectives. Most participants made academic gains, persisted in secondary education, and graduated. Many participants aspired to and gained admission to postsecondary institutions. (Author/MK)

ED 193 403

Irizarry, Ruddle A. And Others

South Bronx High School Bilingual Program. Final Evaluation Report, 1978-1979.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—Dec 79

Note—33p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, *English (Second Language), Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish

UD 020 952

Speaking

Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Bronx)

The South Bronx High School Bilingual Basic Skills Program offered instruction in English as a Second Language, English reading, native language arts, and content areas (in Spanish) to 360 ninth and tenth graders. The primary goal of the program (in its first year of operation) was to mainstream bilingual students with their English speaking peers. Additional program components included curriculum development, staff development, parent and community participation, and supportive services. The program was evaluated using norm and criterion referenced test data, school records, and evaluator observations. Findings indicated that the program was implemented as proposed: (1) ten students were judged to have achieved a level of English competence so they no longer needed special services, (2) ninth and tenth graders made significant gains in English reading, (3) an average of 5 to 6 objectives were mastered per month in English as a Second Language classes, (4) most students passed tests in Spanish language arts and in the content areas, (5) students exhibited gains in math when tested with norm-referenced instruments, but most failed teacher-made tests, and (6) program participants surpassed the school attendance rates. Recommendations for future program implementations are included. (MK)

ED 193 404

Irizarry, Ruddle A. And Others

John Jay High School Bilingual Program ESEA Title VII. Final Evaluation Report, 1978-1979.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—79

Note—30p.; Appendix deleted because of reproducibility problems.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Bilingual Education, Criterion Referenced Tests, *English (Second Language), Non English Speaking, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Second Language Instruction

Identifiers—*Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *New York (Brooklyn)

The John Jay High School Bilingual Program served 206 New York City Spanish, French, and Italian dominant students and 98 English dominant students in grades 9-12. Non English dominant students received instruction in English as a Second Language or remedial English. English dominant students participated in the program through Hispanic Art classes. Emphasis in the bilingual program was placed on mainstreaming students to prepare them for full integration with their English dominant peers. Supportive services, home visits, parental involvement activities, and community relations programs formed additional program components. Criterion referenced tests were used to evaluate the effects of the program on student achievement. Evaluative findings indicated that (1) students mastered an average of 6 instructional objectives per month in the area of English as a Second Language, (2) Hispanic students showed significant gains in Spanish reading achievement, and (3) 40-71% of ninth, tenth, and eleventh graders achieved passing grades in mathematics. Bilingual students had average attendance rates of 76-92%. (MK)

ED 193 405

Cooke, John, Ed.

Perspectives on Ethnicity in New Orleans.

Committee on Ethnicity in New Orleans, La.

Pub Date—79

Note—63p.; Photographs may not reproduce clearly. Sponsored by the Louisiana Committee for the Humanities.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Blacks, Cubans, *Cultural Influences, *Cultural Pluralism, *Ethnic Groups, *Ethnicity, Filipino Americans, Language Patterns, Spanish Americans, Vietnamese People

Identifiers—Greek Americans, *Louisiana (New Orleans)

This pamphlet contains several essays on the culture and ethnic groups of New Orleans, Louisiana. Included are: (1) a discussion by Joseph Logsdon on

the uniqueness of New Orleans culture, marked by its cuisine, interethnic mixtures, and its politics; (2) an article on theories of ethnicity and neo ethnicity, by Joseph V. Guillotte, III; (3) a paper by Ethelyn Orso that explores the concept of nativism, using data from a study of the revitalization of the New Orleans Greek community; (4) a description of the life of Greek Merchant Marine sailors in New Orleans, and suggestions as to how the established Greek community can help the newcomers, by Andrew Horton; (5) an account of a Filipino family that has lived in Louisiana for seven generations, by Marina E. Espina; (6) a report by Martha C. Ward and Zachary Gussow on recent Vietnamese immigrants to New Orleans; (7) a discussion of linguistic similarities and differences between Cubans and Canary Islanders ("Islenos") in the New Orleans area, by Beatriz Varela; (8) a description of the Afro American celebration of St. Joseph's Day in Central City, by Andrew J. Kaslow; and (9) an article by Margery Freeman describing the Ethnic Heritage Studies Project sponsored by St. Mark's Community Center in New Orleans' predominantly black Seventh Ward. (GC)

ED 193 406 UD 020 996

Freeman, Lois V. Jacobs, Natalie

Teaching Strategies for Integrating the Secondary Classroom.

Sequoia Union High School District, Redwood City, Calif.
Pub Date—[80]

Note—22p. Prepared by the Department of Human Relations. Photographs may not reproduce clearly.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Desegregation Effects, *Desegregation Methods, High Schools, *Multicultural Education, School Resegregation, Student Teacher Relationship, Teacher Characteristics, *Teacher Role, Teaching Methods

Identifiers—California (Redwood City)

Nearly 500 teachers in the Sequoia Union High School District (Redwood City, California) were surveyed in order to explore: (1) strategies they used to bring about integration in secondary schools; (2) techniques that discourage resegregation in desegregated high schools; (3) ways that the district's teachers draw out the best in students new to a multicultural setting. Some highlights of the survey are presented in this booklet. Examples are given of those teachers who have found particularly innovative and effective ways to encourage classroom integration and multicultural education. (GC)

ED 193 407 UD 021 001

Canino, Ian A. And Others

The Puerto Rican Child in New York City: Stress and Mental Health. Monograph Number 4.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Programs.

Pub Date—80

Grant—1-RO1-MH-30569-03

Note—128p.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Children, Demography, Elementary Education, Family Characteristics, *Hispanic Americans, *Mental Disorders, Neurological Impairments, Psychological Patterns, *Puerto Ricans, *Risk, *Socioeconomic Influences, *Stress Variables

Identifiers—New York (New York)

The main objective of this study was to review the literature and synthesize data on the mental health of Puerto Rican children in the New York City area to show that they are at higher risk of developing mental health problems than other children. Chapter 1 of this monograph reviews the development of the concept of stress and its linkage with physical and psychological disorders. A demographic profile of Puerto Ricans in the United States is presented in Chapter 2 to demonstrate the socioeconomic characteristics that make this population more susceptible to disproportionate degrees of stress. The relationship of central nervous system dysfunction, stress, and environmental factors is discussed in Chapter 3, showing that Puerto Rican children are at greater risk for central nervous system impairments. Chapter 4 presents a summary of research

comparing the mental health of New York Puerto Ricans to other groups. A mental health profile of Puerto Rican children is developed in this chapter. Conclusions of the study are presented in Chapter 5. The data indicates that Puerto Rican children are, in fact, subjected to extensive socioenvironmental stress and are, therefore, at high risk of having mental health disorders. Research and policy implications are discussed. (MK)

ED 193 408 UD 021 103

Harrington, Charles

Bilingual Education in the United States: A View from 1980. ERIC/CUE Urban Diversity Series, Number 68, August 1980.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-77-0071

Note—25p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

Pub Type—Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Compliance (Legal), Demonstration Programs, Elementary Secondary Education, *Federal Legislation, Financial Support, Multicultural Education, Non English Speaking, *Political Issues, *Program Evaluation, Social Influences

Identifiers—Bilingual Education Act 1968, *Lau v Nichols

Focusing on the time period since the 1974 Supreme Court Lau v. Nichols decision, this paper reviews Federal policy regarding bilingual education, discusses the current sociopolitical context of bilingual education, discusses evaluations of bilingual programming done to date, and examines the implications of these factors for schools and classrooms at the local level. Some of the features that distinguish present bilingual education policy from policies adopted in regard to earlier immigrant populations are outlined. Political problems faced by bilingual education since "Lau" are identified as (1) loss of local autonomy, (2) conflict between the legislative and executive branches of government (3) inconsistencies in the guidelines for legal compliance between 1970 and 1974, (4) funding, and (5) reliance on Title VII funds, which perpetuates a deficit (rather than a cultural difference) model of bilingual education. Several recent evaluation studies of bilingual education programs are reviewed and critical issues common to these evaluations are discussed in terms of their implications for future programs. Finally, a composite model for an exemplary bilingual program is described, based upon what has been learned from previous evaluations. (Author/GC)

ED 193 409 UD 021 104

Waxman, Rebecca

Urban Youth in the 80s. Fact Sheets 1-4.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 80

Contract—400-77-0071

Note—10p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type—Guides - General (050) - Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Child Advocacy, *Delinquency, Minority Group Children, *Pregnant Students, Resource Materials, *Youth Problems

Identifiers—*Youth Tutoring Sheets

This document contains fact sheets on four contemporary issues related to young people: (1) teenage pregnancy, (2) juvenile delinquency, (3) youth tutoring of youth, and (4) youth advocacy. The sheet on teenage pregnancy presents statistics on the teenage birth rate, discusses financial and educational problems faced by teenage parents, and describes three programs (in Atlanta, Albuquerque, and New York) that address these problems. Also listed are sources for information on teenage preg-

nancy. The fact sheet on juvenile delinquency focuses on educational and social service for delinquent youth and describes four programs that provide such services. The sheet on Youth Tutoring Youth (YTY) programs discusses the effectiveness of different types of YTY programs and the adaptation of YTY programs to varied school populations (non English speaking and special education students). A list of resources is also provided. Finally, the fact sheet on youth advocacy describes nine national organizations that provide information and services to individuals concerned with the problems of urban and minority youth. (GC)

ED 193 410 UD 021 105

Garbarino, James Plantz, Margaret C.

Urban Environments and Urban Children.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-77-0071

Note—54p. Published in a slightly different version as ERIC/CUE Urban Diversity Series, Number 69, August 1980.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

Pub Type—Information Analyses (070) - Reports - General (140) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, *Children, Elementary Secondary Education, *Environmental Influences, *Family Role, *Neighborhoods, School Community Relationship, School Role, Socialization, Urban Areas, *Urban Environment, Urban Schools

Identifiers—*Bronfenbrenner (Urie)

This paper focuses on the distinctive characteristics of urban environments, the ways these environmental features affect city children, and the roles that schools can play in modifying these effects. Bronfenbrenner's multilevel framework for studying the ecology of human development is described. Recognizing the central role that families play in the lives of children, neighborhoods are examined as important environments for both families and their children. Unique characteristics of urban environments and the special ways in which their multiple levels and interacting systems pose risks and opportunities for child development are then discussed. New York, NY 10027 Data from a study on people's perceptions of "high risk" versus "low risk" urban neighborhoods are reviewed, showing that despite demographic similarities, the high and low risk neighborhoods varied significantly in terms of social stresses and supports, adequacy of child care, and residents' attitudes toward the neighborhood. Finally, the school is hailed as an institution that, with proper moral, political, and economic resources can protect environmentally-at-risk children, increase their opportunities, compensate for weaknesses in families and neighborhoods, and influence public policy related to children. (Author/GC)

ED 193 411 UD 021 119

Chun, Ki-Taek

The Myth of Asian American Success and Its Educational Ramifications.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—ERIC Clearinghouse on Urban Education, New York, N.Y.: National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Contract—400-77-0071

Note—13p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$1.00).

Journal Cit—IRCD Bulletin: v15 n1-2 Winter-Spring 1980

Pub Type—Information Analyses (070) - Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Asian Americans, *Ethnic Stereotypes, Literature Reviews, Minority Groups, Occupational Mobility, Social Science Research, *Socioeconomic Status, *Success

There is a widely shared belief that Asian Americans have overcome the bondage of racial discrimi-

nation to become a successful model minority. In this essay, the empirical basis of this success contention is examined against its historical background and the ramifications of the belief are explored. First, the ascendancy of the Asian American success theme in the late 1960s is traced. The portrayal of Asian Americans as a hardworking, successful group is contrasted to popular racist beliefs held about blacks. Second, recent research on Asian Americans is examined. It is argued that available evidence does not warrant the image of this group's success because typical indicators of success, such as education and income, have not been properly adjusted for extraneous factors. Finally, several consequences of the success myth are identified. It is held that: (1) Asian Americans, particularly the young people, resent the success contention as a device of political exploitation; (2) a pattern of occupational segregation for Asian Americans limits occupational aspiration and choices of Asian American youth; and (3) Asian Americans experience a sense of lost identity and attribute this feeling to the pressures of assimilation and to their ancestors' concern for survival. (Author/GC)

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Title — **Iconic signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

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Administering the Admission and Grouping Policies of the Preschool.

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Bilingual Title VII Program. Regular School Year 1978-79. Final Evaluation Report. July 1, 1978 through June 30, 1979.

ED 193 386

Colorado Migrant Education Program. 1977-78 Evaluation Report. CDE Evaluation Series. No. 80-4.

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Colorado Migrant Education Program, 1978-79. Annual Evaluation Report Fiscal Year 1979. CDE Evaluation Series No. 80-9.

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Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.

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Staff-Student Interaction at Tertiary Level: A Study of Staff-Student Cognitive Style Similarity and Student Achievement at Tertiary Level.

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A Question of Quality: The Higher Education Ratings Game. AAHE-ERIC/Higher Education Research Report No. 5, 1980.

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Do Faculty Really Work That Hard? AAHE-ERIC/Higher Education Research Currents, October 1980.

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Evaluation of Achievement Outcomes: Austin's Experience. Publication No. 80.33.

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Equating Logistic Ability Scales by a Weighted Least Squares Method. Iowa Testing Programs Occasional Papers, Number 27.

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Estimation of the Reliability of a Test Consistency of More Than Three Congeneric Parts. Iowa Testing Programs Occasional Papers, Number 28.

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Humor and Anxiety: Effects on Class Test Performance.

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041	— Doctoral Dissertations	131	— Bibliographies
042	— Master Theses	132	— Directories/Catalogs
043	— Practicum Papers	133	— Geographic Materials
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050	— General		REPORTS
	Classroom Use	140	— General
051	— Instructional Materials (For Learner)	141	— Descriptive
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052	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	143	— Research/Technical
055		150	SPEECHES, CONFERENCE PAPERS
		160	TESTS, EVALUATION INSTRUMENTS
060	HISTORICAL MATERIALS	170	TRANSLATIONS
070	INFORMATION ANALYSES (Literature Reviews, State-of-the-Art Papers)	999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere)

(010) Books

Assessing Children's Language: Guidelines for Teachers.

ED 192 330

Basic Human Needs: A Framework for Action.

ED 193 093//

Challenge of the Future: Visions and Versions.

ED 193 139//

The Conant Report: A Study of the Education of Librarians.

ED 192 791//

Elements of Early Reading Instruction.

ED 192 292

Energy and the Way We Live. A Course by Newspaper Reader.

ED 193 102//

Fifty Views of Cooperative Education.

ED 192 628

Fifty Years of Resident Outdoor Education, 1930-1980: Its Impact on American Education.

ED 193 004

Higher Education for the Future.

ED 192 686//

Reading for Young People: The Great Plains.

ED 192 257//

Reading for Young People: The Middle Atlantic.

ED 192 254//

Reading for Young People: The Midwest.

ED 192 256//

Reading for Young People: The Rocky Mountains.

ED 192 255//

Reading for Young People: The Southeast.

ED 192 253//

Some Perceptual Prerequisites for Reading.

ED 192 269

Teaching Basic Skills in College.

ED 192 681//

Teaching Values in College.

ED 192 682//

(020) Collected Works - General

Defining Leadership. AAASCU Studies-1980-No. 3.

ED 192 702

Fifty Views of Cooperative Education.

ED 192 628

Fifty Years of Resident Outdoor Education, 1930-1980: Its Impact on American Education.

ED 193 004

The Humanities and Sciences in Two-Year Colleges.

ED 192 862

Perspectives on Ethnicity in New Orleans.

ED 193 405

Perspectives on Non-Policy Argument.

ED 192 382

Reader Interest in Business, Sports and Foreign News. ANPA News Research Report No. 28.

ED 192 363

Reservation Schools and 95-561: The Administrator and the Curriculum.

ED 192 945

Rural Sociology in an International Context. Papers on the State of Rural Sociology in Selected Areas.

ED 192 970

Science of Education and the Education Professoriate. Occasional Papers Series Set No. 10.

ED 193 207

Stories That Must Not Die. Volume Four.

ED 192 948

Stories That Must Not Die. Volume One.

ED 192 936

Stories That Must Not Die. Volume Three.

ED 192 947//

Stories That Must Not Die. Volume Two.

ED 192 946//

Under One Cover: Gifted and Talented Education in Perspective.

ED 192 501

(021) Collected Works - Proceedings

Adolescent Prejudice: Summary of the Proceedings and Recommendations of a National Invitational Conference.

ED 193 130

Alcohol and Drug Abuse in Medical Education.

ED 192 216

American Statistical Association: 1979 Proceedings of the Section on Statistical Education (22nd, Washington, D.C., August 13-16, 1979).

ED 193 240

The Annual Pennsylvania Conference on Postsecondary Occupational Education (11th): New Horizons in Postsecondary Occupational Education.

ED 192 046

The Challenge of the Eighties: Southeast Conference on the Education of Hispanics (Miami, FL, May 7-9, 1980).

ED 192 968

The Consortium for Handicapped Indian Children: A Report.

ED 192 976

The Demand for New Faculty in Science and Engineering. Proceedings of the Workshop of Specialists in Forecasts of Demand for Scientists and Engineers, 1979.

ED 193 067

Early Math Experiences and the Facilitative Adult.

ED 192 863

Education and the World of Work. The Annual Conference of the Australian College of Education (20th, Perth, Western Australia, 1979).

ED 192 012

Education for the Rights and Responsibilities of Trade Union Membership.

ED 193 219

Energy Auditing.

ED 193 027//

Evaluation of Foreign Educational Credentials and Recognition of Degree Equivalences.

ED 192 635

Foreign Student Recruitment: Realities and Recommendations. A Colloquium (Wingspread, Racine, Wisconsin, March 26-28, 1980).

ED 192 670

The Future of Catholic Higher Education: Proceedings of a Panel Discussion. Meeting of Foundations and Donors Interested in Catholic Activities (June 24-25, 1980).

ED 192 679

A Gateway to the Use of Computers in Education. Proceedings of the Annual Convention of the Association for Educational Data Systems (18th, St. Louis, Missouri, April 13-16, 1980).

ED 192 718

The General Assembly of the United Nations, 1979 (34th).

ED 193 160

Identité culturelle et francophonie dans les Amériques (Cultural Identity and the French Language in the Americas). Series No. B-88.

ED 192 567

The Impact of Population Information: Implications for the 1980's. Proceedings of the Annual Conference, Association for Population/Family Planning Libraries and Information Centers-International (12th, Philadelphia, Pennsylvania, April 23-26, 1979).

ED 192 803

Indian Youth Leadership Conference Report.

ED 192 958

Integrating Academic Planning and Budgeting in a Rapidly Changing Environment: Process and Technical Issues.

ED 192 665

Inter Association Child Care Conference. Conference Proceedings 1979.

ED 192 196

International Conference on Teaching-Learning Process in Universities. A Fresh Look into the Teaching-Learning Process and Use of Educational Technology in Universities with Special Reference to ASEAN Countries.

ED 192 631

Issues and Challenges: A Kaleidoscope of Change. The Academy Papers, No. 13.

ED 193 182

Marketing in College Admissions: A Broadening of Perspectives.

ED 192 683

The Notion of Subject in South Asian Languages. South Asian Studies Publication Series, Number 2.

ED 192 568

Perspectives on Literacy.

ED 192 267

Proceedings of the National Conference on Individualized Instruction in Foreign Languages (1st, Columbus, Ohio, May 10-12, 1979).

ED 192 563

Professional Development and Educational Technology. Proceedings of the National Conference (Washington, D.C., January 16-18, 1980).

ED 192 763

Project Basic and School Library Media Programs. Issues in Media Management: 1980 Series.

Promoting Educational Technology. Summary Report of the Annual Lake Okoboji Educational Media Leadership Conference (25th, Milford, Iowa, August 20-24, 1979).

ED 192 765

Prospectives for Nursing: A Symposium (May 25, 1979). Nurse Plann'g Information Series, 15.

ED 192 126

Reaching Students: Student Views on Communicating About Financial Aid. Final Report of the Student-Commissioner Conference on Financial Aid and Access to Postsecondary Education (3rd).

ED 192 669

Report of the National Indian Child Conference: The World of the Indian Child (2nd, Phoenix, Arizona, November 25-28, 1979).

ED 192 949

Report on Wellesley Conference on Equal Pay and Equal Opportunity Policy in the United States, Canada, and Western Europe.

ED 192 001

Research in the Service of Education. Papers presented at the SCRE 50th Anniversary Conference (London, December, 1978).

ED 193 245

Roles and Relationships in Teacher Education. Annual Conference on Teacher Education (13th, Logan, Utah, April 11, 1980).

ED 193 194

Sensitizing Vocational Educators to Effective Instructional Strategies to Serve Special Needs Persons. Project Conducted February 28-April 12, 1977. Final Report. Proceedings.

ED 191 995

Services and Materials for the Handicapped: An Institute for School Library Media Professionals (De Kalb, Illinois, August 12-17, 1979). Final Report.

ED 192 785

Survival in the 80's. People United for Rural Education Conference Report 1980 (3rd).

ED 192 967

The Teacher as a Professional in the Caribbean Today.

ED 193 217

Women and World Development.

ED 193 094//

Workshops on Communication Networks That Promote Opportunities in Postsecondary Education for the Handicapped.

ED 192 494

(022) Collected Works - Serials

Al-Manakh: Language Centre Journal, Volume 4, Number 2, June 1980.

ED 192 620

Are Language Skills Irrelevant? Melanges Pedagogiques, No. 10.

ED 192 566

Audio-Visual Techniques for Industry, Development and Transfer of Technology Series No. 6.

ED 192 722

Building Your Alumni Program. The Best of CASE Currents.

ED 192 697

Computer Programming Languages and Expertise Needed by Practicing Engineers.

ED 193 033//

Development Communication in an Urban Setting.

ED 192 760

Development of a Readiness Evaluation Procedure for Early Admissions to Kindergarten.

ED 192 881

Empirical Research in Theatre, Volume 6, No. 1, Summer 1980.

ED 192 427

English Teachers' Journal (Israel), No. 22.

ED 192 549

An Experiment in Encouraging Fluency. Curriculum Publication No. 8.

ED 192 322

The Ford Fellows in Educational Journalism Report: 1979.

ED 192 513

Institutional Leadership for Educational Reform: The Atlantic Institute of Education. Experiments and Innovations in Education No. 3.

ED 193 167//

An Interactive Graphics Program for Assistance in Learning Convolution.

Publication Type Index

ED 193 034//

The Journalism Research Fellows Report: What Makes an Effective School? Studies of Schools That Work in: Arkansas, Florida, Maine, Maryland, Nebraska, Virginia, Urban Districts Nationwide.

ED 193 168//

The Journal of Language Experience; Volume 2, Number 1, 1980.

ED 192 252

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 4, Number 1, Spring 1979.

ED 192 560

Le Français parle. Etudes sociolinguistiques (Spoken French, Sociolinguistic Studies). Current Inquiry into Languages and Linguistics 30.

ED 192 572

The Newspaper Editor As Graphic Strategist. ANPA News Research Report No. 27.

ED 192 308

On Campus with Women, Number 27, Summer 1980.

ED 192 645

Photography in the Elementary Classroom.

ED 193 074

Resources in Education (RIE), Volume 16, Number 2.

ED 191 984

Second Language Acquisition Notes and Topics, Volume 10, Number 1. A Newsletter for Researchers and Teachers.

ED 192 554

Sequences in Writing, Grades K-13. Curriculum Publication No. 13.

ED 192 325

Special Feature: Children's Literature.

ED 192 268

Teaching English to the Handicapped.

ED 192 348

Theme: Diagnostic Reading Instruction.

ED 192 296

A Thousand Topics for Composition (Elementary Level) Plus Practical Ideas and Strategies for Teaching, Second Edition.

ED 192 360

The Tutor and the Writing Student: A Case Study. Curriculum Publication No. 6.

ED 192 324

The United Nations Environment Programme.

ED 193 075

(030) Creative Works

Stories That Must Not Die, Volume Four.

ED 192 948//

Stories That Must Not Die, Volume One.

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Stories That Must Not Die, Volume Two.

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(040) Dissertations/Theses - Undetermined

A Longitudinal Study on the Academic Development of Selected Participants in a Midwestern Upward Bound Project.

ED 193 402

Theatre Librarianship. Occasional Publications Series Number Ten.

ED 192 732

(041) Dissertations/Theses - Doctoral Dissertations

The Allocation of Instructional Time to Students in Elementary Schools that Seek to Individualize Instruction.

ED 193 229

An Analysis of the Impact of Public Participation Activities in Water and Transportation Projects.

ED 193 056

A Comparison of the Image of the U.S.A. As Portrayed in Selected English Language Textbooks by East and West German Publishers.

ED 193 134

Intellectual Freedom in the Public Schools: An Assessment of "Tinker" and Its Progeny, 1969-1979.

ED 192 458

The Relationship between Volume Conservation and a Volume Algorithm for a Rectangular Parallelepiped.

ED 193 078

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Staff-Student Interaction at Tertiary Level: A Study of Staff-Student Cognitive Style Similarity and Student Achievement at Tertiary Level.
ED 192 708

(042) Dissertations/Theses - Masters Theses

The Disadvantaged Woman in America. How Adult Education Can Promote Her Growth and Development.
ED 192 037

An Examination of the Science Curriculum As It Reflects Social/Industrial Change: A Proposal for Curriculum Involving Social Interactions and Utilitarian Outcomes.
ED 193 073

Improving Foreigners' Pronunciation of American English.
ED 192 608

The Influence of English on the Spanish Syntax of El Paso-Juarez.
ED 192 582

Knowledge and Beliefs of Reading by High School Students and Elementary Teachers.
ED 192 250

A Laboratory Manual for Introductory Virology Based Upon Developmental Studies with Bacterial and Animal Viruses. Final Technical Report.
ED 193 009

The Public's Access to Health Sciences Information.
ED 192 729

Reading Achievement and Self-Concept of Fifth Grade Students.
ED 192 264

The Role of the Teacher-Made Visual Aid in the Adult ESL Classroom.
ED 192 609

A Study of the Educable Mentally Retarded in a Multi-Occupational Program.
ED 192 010

Thesaurus-Based Automatic Indexing: A Study of Indexing Failure.
ED 192 799

(043) Dissertations/Theses - Practicum Papers

Design and Implementation of a Human Development Program at Northwest Alabama Junior College.
ED 192 821

Societal Factors which Influence Adults to Complete High School.
ED 192 830

(050) Guides - General

A Brief, Preventative Approach to Child Abuse.
ED 192 199

DECIDE: Developing Elementary Curriculum for Interdisciplinary Drug Education. A Resource Guide for Teachers. Bulletin No. 5, 1978.
ED 192 186

DECIDE: Developing Extensive Curriculum for Interdisciplinary Drug Education. A Resource Guide for Secondary Teachers. Bulletin No. 6, 1979.
ED 192 187

Group Counseling for Foster Parents: Techniques for Growth and Family Development.
ED 192 191

Guidelines for the Design of Developmental Education Programs. Part 4 of the Research Program on Problems Relating to the Desegregation of Higher Education.
ED 193 346

A Handbook for Comprehensive Guidance Programs. Bulletin 1979, No. 7.
ED 192 185

Installation Guidelines for Solar DHW Systems in One- and Two-Family Dwellings. Second Edition.
ED 193 084

Keeping a Marine Aquarium - A Manual.
ED 193 020

A Library User's Guide to ERIC. 1980 Edition.
ED 192 781

The Newspaper Editor As Graphic Strategist. ANPA News Research Report No. 27.
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Promoting, Guiding, and Surviving Change in School Districts.
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Residential Solar Design Review: A Manual on Community Architectural Controls and Solar Energy Use.
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ED 193 018

State Decision-Makers Guide for Hazardous Waste Management: Defining Hazardous Wastes, Problem Recognition, Land Use, Facility Operations, Conceptual Framework, Policy Issues, Transportation.
ED 193 087

Urban Youth in the 80s. Fact Sheets 1-4.
ED 193 409

Use of Family Counseling Simulation Materials for Training Correctional Counselors.
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Where to Go if You Want to Know. A Guide to Vocational Education Opportunities in Seattle.
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Arrange for the Improvement of Vocational Facilities for Individualized Instruction.
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Assistant Drivers Trainee Study Guide. New York State School Bus Driver Training Program.
ED 192 014

Assist Learners in Obtaining the Various Vocational Instructional Certificates Issued in Pennsylvania. Professional Preparation Module: Resource Person.
ED 192 053

Assist Vocational Personnel Move toward Full Adoption of Performance Based Vocational Education (PBVE).
ED 192 159

Back to Basics. New Horizons in Nutrition.
ED 193 191

Baseball-Beisbol: Spanish-English.
ED 192 547

Bilingual Vocational Educational Curriculum Development.
ED 192 039

A Career Guidance Curriculum for Ninth Grade Students. Occupational Cluster Learning Activities. Business-Environmental. Part 1 of 2. Ninth Grade Guidance Project. Project Duration: July 16, 1979, to June 30, 1980.
ED 192 006

A Career Guidance Curriculum for Ninth Grade Students. Occupational Cluster Learning Activities. Health-Technical. Part 2 of 2. Ninth Grade Career Guidance Project. Project Duration: July 16, 1979, to June 30, 1980.
ED 192 007

Computations About the Sources and Conservation of Energy.
ED 193 061

Conduct a CBTE Orientation Program. Professional Preparation Module: Resource Person.
ED 192 054

Conduct a Helping Conference. Professional Preparation Module: Resource Person.
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Conduct an Observation Session. Professional Preparation Module: Resource Person.
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Conduct a Small Group Meeting. Professional Preparation Module: Resource Person.
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Conversational Spanish for Law Enforcement Personnel. Level 2.
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Conversational Spanish for Medical and Paramedical Personnel.
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Energy and the Way We Live. Article Booklet for the Twelfth Course by Newspaper.
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Engaging Students in the Writing Process.
ED 192 381

Environmental I.D.E.A.S. Clusters 10, 11, 12, Physical Sciences. Preliminary Edition.
ED 193 048

Establish and Maintain Records in the VITAL Management Information System. Professional Preparation Module: Resource Person.
ED 192 058

Evaluate a Product or Process Type Teaching Performance. Professional Preparation Module: Resource Person.
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Facilitate a Council of Educators' Review. Professional Preparation Module: Resource Person.
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French Basic Course. Area Studies.
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French Basic Course. Grammatical Index.
ED 192 536

French Basic Course. Volume 1, Lessons 1-15.
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Headstart German Program. Cultural Notes.
ED 192 528

Headstart German Program. Cumulative Glossary.
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Headstart German Program. Module 10.
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Headstart German Program. Student Guide.
ED 192 529

Inhabitants of the Fresh-Water Community.
ED 193 050

Instruct Others to Set-Up and Operate a Video System: Professional Preparation Module: Resource Person.
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Introduction to the Arikara Language.
ED 192 606

Issue Paper Techniques. Instructor's Manual. Module Number Two of Policy/Program Analysis and Evaluation Techniques. Package VI.
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A Laboratory Manual for Introductory Virology Based Upon Developmental Studies with Bacterial and Animal Viruses. Final Technical Re-

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ED 193 009
Learning Arabic Sounds: A Guide to the Pronunciation of the Phonemes of Arabic for Native Speakers of English.
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Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks I and II. Classroom Course 13-5.
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Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks III and IV. Classroom Course 13-6.
ED 191 987
Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Blocks V and VI. Classroom Course 13-7.
ED 191 988
Military Curricula for Vocational & Technical Education. Metals Processing Specialist, Block VII. Classroom Course 13-8.
ED 191 989
Monitor the Progress of a Resident Resource Person. Professional Preparation Module: Resource Person.
ED 192 062
Nuclear Technology Series. Course 1: Radiation Physics.
ED 192 086
Nuclear Technology Series. Course 10: Power Plant Systems.
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Nuclear Technology Series. Course 11: Radiation Detection and Measurement.
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Nuclear Technology Series. Course 21: Radioactive Materials Disposal and Management.
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ED 192 546
Persian: 12 Week Course. Volume 6: Dictionary.
ED 192 534
Policy/Program Analysis and Evaluation Techniques. Module 4. Long Range Forecasting. Instructors' Manual (Including Student Manual). Package VI.
ED 193 395
Policy/Program Implementation. Instructors' and Students' Manual. Module Number Ten of Policy/Program Analysis and Evaluation Techniques. Package VI.
ED 193 387
Prepare Valid Performance Objectives.
ED 192 157
Productivity Measurement. Instructor's Manual. Module Number Eight of Policy/Program Analysis and Evaluation Techniques. Package VI.
ED 193 391

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ED 193 043
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ED 193 044
Providing for Energy Efficiency in Homes and Small Buildings. Student Workbook.
ED 193 046
Reading via Environment.
ED 193 053
Register Learners for CBTE Programs. Professional Preparation Module: Resource Person.
ED 192 064
Seafood Products: An Instructional Guide for Home Economics Programs.
ED 191 991
Seafood Products: Food Service Program Guide.
ED 191 993
Select Appropriate Modules. Professional Preparation Module: Resource Person.
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ED 192 571
Skills for Adult Guidance Educators. Package 1: Guidance and Counseling: Theory and Techniques.
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Skills for Adult Guidance Educators. Package 10: Retention and Followup of Adult Students.
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Skills for Adult Guidance Educators. Package 12: Proposal Writing.
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- An Activities Handbook for Child Care: Science.
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Applied Andragogy. A Practical Manual for the Continuing Education of Adults.
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Applying Latent Trait Theory to a Course Examination System: Administration, Maintenance, and Training.
ED 193 266
Assessing Children's Language: Guidelines for Teachers.
ED 192 330
Assistant Drivers Instructor's Manual. New York State School Bus Driver Training Program.
ED 192 015
Aurora City Schools Kindergarten Math Readiness Course of Study.
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Brain Specialization Research and the Teaching of Nonverbal Communication.
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ED 193 392
A Career Guidance Curriculum for Ninth Grade Students. Occupational Cluster Learning Activities. Business-Environmental. Part 1 of 2. Ninth Grade Guidance Project. Project Duration: July 16, 1979, to June 30, 1980.
ED 192 006
A Career Guidance Curriculum for Ninth Grade Students. Occupational Cluster Learning Activities. Health-Technical. Part 2 of 2. Ninth Grade Career Guidance Project. Project Duration: July 16, 1979, to June 30, 1980.
ED 192 007
Carpentry Reading Strategies. Vocational Reading Series.
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CG014682	ED192226	CS205836	ED192322	CS503060	ED192419	EC130193	ED192515
CG014683	ED192227	CS205837	ED192323	CS503061	ED192420	EC130197	ED192516
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CS05830	ED192316	CS030346	ED192413	EC130170	ED192508	FL011826	ED192605
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FLO11849	ED192615	HE013199	ED192711	IR008889	ED192807	PS011727	ED192903
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FLO11892	ED192624	IR008632	ED192719	IR008904	ED192816	PS011736	ED192912
FLO11893	ED192625	IR008635	ED192720	IR008905	ED192817	PS011737	ED192913
FLO11894	ED192626	IR008647	ED192721	IR008906	ED192818	PS011739	ED192914
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HE012183	ED192629	IR008766	ED192725	JC800350	ED192822	PS011748	ED192918
HE012303	ED192630	IR008771	ED192726	JC800423	ED192823	PS011749	ED192919
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HE013150	ED192680	IR008855	ED192776	PS011601	ED192872	RC012262	ED192968
HE013151	ED192681	IR008856	ED192777	PS011620	ED192873	RC012265	ED192969
HE013152	ED192682	IR008857	ED192778	PS011633	ED192874	RC012266	ED192970
HE013153	ED192683	IR008858	ED192779	PS011641	ED192875	RC012268	ED192971
HE013154	ED192684	IR008859	ED192780	PS011642	ED192876	RC012269	ED192972
HE013158	ED192685	IR008860	ED192781	PS011643	ED192877	RC012270	ED192973
HE013159	ED192686	IR008861	ED192782	PS011661	ED192878	RC012271	ED192974
HE013163	ED192687	IR008862	ED192783	PS011662	ED192879	RC012272	ED192975
HE013166	ED192688	IR008864	ED192784	PS011663	ED192880	RC012273	ED192976
HE013167	ED192689	IR008865	ED192785	PS011664	ED192881	RC012274	ED192977
HE013168	ED192690	IR008866	ED192786	PS011679	ED192882	RC012278	ED192978
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HE013173	ED192692	IR008869	ED192788	PS011697	ED192884	RC012280	ED192980
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HE013179	ED192694	IR008871	ED192790	PS011706	ED192886	RC012282	ED192982
HE013180	ED192695	IR008872	ED192791	PS011710	ED192887	RC012283	ED192983
HE013181	ED192696	IR008873	ED192792	PS011712	ED192888	RC012284	ED192984
HE013182	ED192697	IR008874	ED192793	PS011713	ED192889	RC012285	ED192985
HE013183	ED192698	IR008875	ED192794	PS011714	ED192890	RC012286	ED192986
HE013185	ED192699	IR008876	ED192795	PS011715	ED192891	RC012287	ED192987
HE013188	ED192700	IR008877	ED192796	PS011716	ED192892	RC012288	ED192988
HE013189	ED192701	IR008878	ED192797	PS011717	ED192893	RC012289	ED192989
HE013190	ED192702	IR008879	ED192798	PS011718	ED192894	RC012290	ED192990

RC012293	ED192991	SE033064	ED193087	SP016752	ED193183	TM800594	ED193279
RC012294	ED192992	SE033065	ED193088	SP016753	ED193184	TM800595	ED193280
RC012295	ED192993	SE033072	ED193089	SP016754	ED193185	TM800596	ED193281
RC012296	ED192994	SE033088	ED193090	SP016755	ED193186	TM800597	ED193282
RC012297	ED192995	SE033146	ED193091	SP016756	ED193187	TM800598	ED193283
RC012299	ED192996	SE033226	ED193092	SP016757	ED193188	TM800599	ED193284
RC012300	ED192997	SO012087	ED193093//	SP016758	ED193189	TM800600	ED193285
RC012302	ED192998	SO012469	ED193094//	SP016759	ED193190	TM800601	ED193286
RC012303	ED192999	SO012470	ED193095//	SP016760	ED193191	TM800602	ED193287
RC012304	ED193000	SO012471	ED193096//	SP016761	ED193192	TM800603	ED193288
RC012305	ED193001	SO012502	ED193097	SP016762	ED193193	TM800604	ED193289
RC012307	ED193002	SO012542	ED193098	SP016764	ED193194	TM800605	ED193290
RC012309	ED193003	SO012657	ED193099	SP016768	ED193195	TM800606	ED193291
RC012311	ED193004	SO012722	ED193100	SP016769	ED193196	TM800607	ED193292
RC012312	ED193005	SO012723	ED193101	SP016773	ED193197	TM800608	ED193293
RC012313	ED193006	SO012724	ED193102//	SP016795	ED193198	TM800609	ED193294
SE031003	ED193007	SO012797	ED193103	SP016796	ED193199	TM800610	ED193295
SE031628	ED193008	SO012798	ED193104	SP016799	ED193200	TM800611	ED193296
SE031629	ED193009	SO012799	ED193105	SP016800	ED193201	TM800612	ED193297
SE031633	ED193010	SO012802	ED193106	SP016801	ED193202	TM800613	ED193298
SE031742	ED193011	SO012806	ED193107	SP016802	ED193203	TM800614	ED193299
SE031768	ED193012	SO012807	ED193108	SP016806	ED193204	TM800615	ED193300
SE031769	ED193013	SO012813	ED193109	SP016807	ED193205	TM800616	ED193301
SE031918	ED193014	SO012814	ED193110	SP016811	ED193206	TM800617	ED193302
SE031928	ED193015	SO012815	ED193111	SP016815	ED193207	TM800618	ED193303
SE031929	ED193016	SO012816	ED193112	SP016818	ED193208	TM800619	ED193304
SE031930	ED193017	SO012817	ED193113	SP016822	ED193209	TM800620	ED193305
SE031931	ED193018	SO012818	ED193114	SP016825	ED193210	TM800621	ED193306
SE031932	ED193019	SO012819	ED193115	SP016826	ED193211	TM800622	ED193307
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SE032763	ED193021	SO012821	ED193117	SP016829	ED193213	TM800624	ED193309
SE032769	ED193022	SO012826	ED193118	SP016831	ED193214	TM800625	ED193310
SE032776	ED193023	SO012831	ED193119	SP016832	ED193215	TM800626	ED193311
SE032862	ED193024	SO012832	ED193120	SP016843	ED193216	TM800627	ED193312
SE032863	ED193025	SO012834	ED193121	SP016852	ED193217	TM800628	ED193313
SE032867	ED193026	SO012843	ED193122	SP016853	ED193218	TM800629	ED193314
SE032868	ED193027//	SO012844	ED193123	SP016854	ED193219	TM800630	ED193315
SE032869	ED193028	SO012847	ED193124	SP016855	ED193220	TM800632	ED193316
SE032870	ED193029	SO012848	ED193125	SP016857	ED193221	TM800633	ED193317
SE032871	ED193030	SO012849	ED193126	SP016858	ED193222	TM800635	ED193318
SE032872	ED193031	SO012851	ED193127	SP016863	ED193223	TM800636	ED193319
SE032876	ED193032	SO012852	ED193128	SP016865	ED193224	TM800637	ED193320
SE032881	ED193033//	SO012853	ED193129	SP016877	ED193225	TM800638	ED193321
SE032882	ED193034//	SO012855	ED193130	SP016878	ED193226	TM800639	ED193322
SE032883	ED193035	SO012857	ED193131//	SP016879	ED193227	TM800640	ED193323
SE032894	ED193036	SO012858	ED193132	SP016883	ED193228	TM800641	ED193324
SE032895	ED193037	SO012859	ED193133	SP016886	ED193229	TM800642	ED193325
SE032896	ED193038	SO012860	ED193134	SP016888	ED193230	TM800643	ED193326
SE032897	ED193039	SO012861	ED193135	SP016889	ED193231	TM800645	ED193327
SE032898	ED193040	SO012862	ED193136	SP016892	ED193232	TM800646	ED193328
SE032899	ED193041	SO012864	ED193137	TM800263	ED193233	TM800647	ED193329
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SE032942	ED193043	SO012866	ED193139//	TM800407	ED193235	TM800649	ED193331
SE032943	ED193044	SO012867	ED193140	TM800550	ED193236	TM800650	ED193332
SE032944	ED193045	SO012868	ED193141	TM800551	ED193237	TM800651	ED193333
SE032945	ED193046	SO012876	ED193142	TM800552	ED193238	TM800652	ED193334
SE032946	ED193047	SO012877	ED193143	TM800553	ED193239	TM800653	ED193335
SE032947	ED193048	SO012878	ED193144	TM800554	ED193240	TM800654	ED193336
SE032948	ED193049	SO012882	ED193145	TM800555	ED193241	TM800655	ED193337
SE032949	ED193050	SO012883	ED193146	TM800556	ED193242	TM800657	ED193338
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SE032953	ED193052	SO012885	ED193148	TM800558	ED193244	TM800661	ED193340
SE032954	ED193053	SO012887	ED193149	TM800559	ED193245	TM800662	ED193341
SE032955	ED193054	SO012888	ED193150	TM800560	ED193246	TM800666	ED193342
SE032956	ED193055	SO012889	ED193151	TM800561	ED193247	UD020423	ED193343
SE032957	ED193056	SO012898	ED193152	TM800562	ED193248	UD020424	ED193344
SE032959	ED193057	SO012899	ED193153	TM800563	ED193249	UD020425	ED193345
SE032960	ED193058	SO012900	ED193154	TM800564	ED193250	UD020426	ED193346
SE032961	ED193059	SO012901	ED193155	TM800565	ED193251	UD020427	ED193347
SE032962	ED193060	SO012902	ED193156	TM800566	ED193252	UD020440	ED193348
SE032963	ED193061	SO012903	ED193157	TM800567	ED193253	UD020595	ED193349
SE032964	ED193062	SO012904	ED193158	TM800568	ED193254	UD020608	ED193350
SE032965	ED193063	SO012905	ED193159	TM800569	ED193255	UD020653	ED193351
SE032967	ED193064	SO012906	ED193160	TM800570	ED193256	UD020654	ED193352
SE032968	ED193065	SO012908	ED193161	TM800571	ED193257	UD020655	ED193353
SE032969	ED193066	SO012914	ED193162	TM800572	ED193258	UD020656	ED193354
SE032970	ED193067	SO012916	ED193163	TM800573	ED193259	UD020657	ED193355
SE032971	ED193068	SO012924	ED193164	TM800574	ED193260	UD020658	ED193356
SE032975	ED193069	SO012925	ED193165	TM800575	ED193261	UD020659	ED193357
SE032976	ED193070	SP014820	ED193166	TM800576	ED193262	UD020660	ED193358
SE032979	ED193071	SP015391	ED193167//	TM800577	ED193263	UD020661	ED193359
SE032989	ED193072	SP016055	ED193168//	TM800578	ED193264	UD020662	ED193360
SE032990	ED193073	SP016090	ED193169	TM800580	ED193265	UD020663	ED193361
SE032991	ED193074	SP016367	ED193170	TM800581	ED193266	UD020664	ED193362
SE032992	ED193075	SP016520	ED193171	TM800582	ED193267	UD020666	ED193363
SE032993	ED193076	SP016537	ED193172	TM800583	ED193268	UD020724	ED193364
SE032994	ED193077	SP016538	ED193173	TM800584	ED193269	UD020745	ED193365
SE032996	ED193078	SP016677	ED193174	TM800585	ED193270	UD020808	ED193366
SE032998	ED193079	SP016678	ED193175	TM800586	ED193271	UD020854	ED193367
SE033013	ED193080	SP016679	ED193176	TM800587	ED193272	UD020855	ED193368
SE033018	ED193081	SP016680	ED193177	TM800588	ED193273	UD020856	ED193369
SE033019	ED193082	SP016687	ED193178	TM800589	ED193274	UD020858	ED193370
SE033060	ED193083	SP016688	ED193179	TM800590	ED193275	UD020859	ED193371
SE033061	ED193084	SP016708	ED193180	TM800591	ED193276	UD020860	ED193372
SE033062	ED193085	SP016733	ED193181	TM800592	ED193277	UD020861	ED193373
SE033063	ED193086	SP016747	ED193182	TM800593	ED193278	UD020862	ED193374

UD020863	ED193375
UD020866	ED193376
UD020881	ED193377
UD020892	ED193378
UD020893	ED193379
UD020897	ED193380
UD020902	ED193381
UD020906	ED193382
UD020914	ED193383
UD020915	ED193384
UD020918	ED193385
UD020919	ED193386
UD020926	ED193387
UD020927	ED193388
UD020928	ED193389
UD020929	ED193390
UD020930	ED193391
UD020931	ED193392
UD020932	ED193393
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UD020934	ED193395
UD020935	ED193396
UD020936	ED193397
UD020937	ED193398
UD020942	ED193399
UD020948	ED193400
UD020952	ED193401
UD020955	ED193402
UD020964	ED193403
UD020966	ED193404
UD020991	ED193405
UD020996	ED193406
UD021001	ED193407
UD021103	ED193408
UD021104	ED193409
UD021105	ED193410
UD021119	ED193411

NEW THESAURUS TERMS

ERIC has recently issued a completely revised *Thesaurus of ERIC Descriptors*, upon which ERIC's subject indexing is now based.

Nearly 500 new terms not previously listed in this "New Thesaurus Terms" section are included in the revised *Thesaurus*. Additionally, over 1,000 terms listed in earlier editions have been deleted. Postings of most of the deleted terms have been transferred to other terms. These deleted terms are, therefore, carried as UFs in the revised *Thesaurus*. Also, approximately 1,400 new or modified Scope Notes to older terms have been added.

An annotated list of the new terms and other changes to the revised *Thesaurus* would fill many pages, and cannot be included here. They can be consulted in the front matter and various displays of the revised *Thesaurus*.

ORDERING INFORMATION FOR THE ERIC THESAURUS

Title: *Thesaurus of ERIC Descriptors*
(Completely Revised 1980)

Order from: Oryx Press
2214 North Central Avenue at Encanto
Phoenix, Arizona 85004

Price: \$13.20 (U.S.)
\$14.40 (Foreign)

The completely revised 1980 *Thesaurus* reflects all changes and additions through Spring 1980. All new terms and other changes to the *Thesaurus* subsequent to the 1980 edition will continue to be listed in this "New Thesaurus Terms" section.

NEW THESAURUS TERMS

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The following terms have been added to the ERIC System's Controlled Vocabulary since June 1980 and are not included in the eighth edition of the *Thesaurus of ERIC Descriptors* (Completely Revised 1980).

Absence (Students)

USE ATTENDANCE

Absence (Teachers)

USE TEACHER ATTENDANCE

ACCELERATION

SN (Scope Note Changed) The process of progressing through an educational program at a rate faster than that of the average student [note: for the time rate of change of velocity, use the Identifier "Acceleration (Physics)"] *Jul. 1966*

ACCESSIBILITY (FOR DISABLED)

SN (Scope Note Changed) Characteristics of facilities, programs, and services that allow them to be entered or used by individuals despite visual, hearing, mobility, or other impairments [note: for physical access, coordinate with "Physical Mobility" or "Visually Handicapped Mobility"—prior to Jun80, see also "Architectural Barriers"] *Mar. 1980*

Admission Tests (Higher Education)

USE COLLEGE ENTRANCE EXAMINATIONS

Admission Tests (Occupational)

USE OCCUPATIONAL TESTS

ADULT LITERACY

(Reinstated June 1980) *Jun. 1970*

Advocates (Law)

USE LAWYERS

AGING (INDIVIDUALS)

SN The physiological and psychological process of growing old *Jul. 1980*

AIR TRANSPORTATION

Oct. 1980

ALLIED HEALTH PERSONNEL

SN (Scope Note Added) [note: prior to Jun80, see also "Clinic Personnel (School)"] *Mar. 1980*

AMERICAN INDIANS

SN (Scope Note Added) Both North and South American Indians *Jul. 1966*

AMERICAN INDIAN STUDIES

SN (Scope Note Changed) Curriculum or subject area encompassing the culture, history, achievements, and contemporary concerns of American Indians *Oct. 1979*

American Literature (1966 1980) (Latin America)

USE LATIN AMERICAN LITERATURE

American Literature (1966 1980) (United States)

USE UNITED STATES LITERATURE

Ancillary Services (1967 1980)

SN Invalid Descriptor—see more precise Descriptors such as "Ancillary School Services," "Community Services," "Social Services," etc. *Jun. 1980*

Animal Biology

USE ZOOLOGY

ANIMALS

SN (note: use a more specific term if possible—prior to Aug80, the instruction "Animal Life, use Zoology" was carried in the Thesaurus) *Aug. 1980*
UF Animal Life

Animal Science (1967 1980)

USE ANIMAL HUSBANDRY

Architectural Barriers (1970 1980)

SN Invalid Descriptor—coordinate other architecture/facility terms with "Physical Mobility" or "Visually Handicapped Mobility"—also use "Accessibility (for Disabled)" if appropriate *Jun. 1980*

ASSISTANTSHIPS

SN Financial aid in which college students, usually at the graduate level, are awarded assistant staff positions carrying stipends and, frequently, exemptions from fees *Oct. 1980*

Assistant Superintendent Role (1966 1980)

SN Invalid Descriptor—use "Superintendents" (note: occasionally used indiscriminately in the past for "Assistant Principal Role"—see "Assistant Principals" for that concept) *Jun. 1980*

Assistant Superintendents

USE SUPERINTENDENTS

Barrier Free Environment (for Disabled)

USE ACCESSIBILITY (FOR DISABLED)

BIAS

SN (Scope Note Changed) An inclination, or a lack of balance (note: use a more specific term if possible) *Dec. 1969*

Career Maturity

USE VOCATIONAL MATURITY

CATALOGS

(Reinstated June 1980) *Jul. 1966*
SN (note: use a more specific term if possible—see also "Reference Materials" hierarchy for more precise terminology)

Child Centered Curriculum

USE STUDENT CENTERED CURRICULUM

Clinic Personnel (School) (1966 1980)

SN Invalid Descriptor—see preferred Descriptors "Allied Health Personnel" and "School Health Services" (note: postings will be transferred to the preferred terms in a forthcoming computer tape update) *Jun. 1980*

COLLEGE SECOND LANGUAGE PROGRAMS

SN (Scope Note Added) (note: prior to Mar80, this concept was indexed under "College Language Programs") *Mar. 1980*

COMMUNICATION RESEARCH

SN Investigation into the nature and function of human communication, both verbal and nonverbal, in one-to-one or group settings (note: do not confuse with "Language Research") *Sep. 1980*

Compulsory Attendance

USE COMPULSORY EDUCATION

Congresswomen

USE LEGISLATORS

Continuation Education (1968 1980)

SN Invalid Descriptor—scoped to refer to instruction for potential learners who have rejected conventional schooling, but used indiscriminately for "Continuing Education"—see "Continuation Students" *Jun. 1980*

CONTINUATION STUDENTS

SN (Scope Note Changed) Students enrolled in special continuation education programs—continuation education enables youth and adults who have previously dropped out of or otherwise rejected conventional schooling to complete their formal education (note: prior to Jun80, "Continuation Education" was also used to index this concept) *Jul. 1966*

CONTROVERSIAL ISSUES (COURSE CONTENT)

SN Matters of public concern and controversy that are taught, often through discussion, in social studies, current events, science, and other classes (note: for the issues themselves, as opposed to teaching about them, use more precise terms) *Oct. 1980*

Counting

USE COMPUTATION

Course Withdrawal

USE WITHDRAWAL (EDUCATION)

COURT JUDGES

SN Public officials authorized to hear and decide cases in courts of law *Aug. 1980*
UF Magistrates

COURT REPORTERS

(Reinstated June 1980) *Jul. 1966*
SN Workers involved in the recording (by stenotype) and transcription of legal proceedings

CRITICAL PATH METHOD

SN (Scope Note Changed) Technique used to coordinate and schedule the sequential activities of a project to complete it as efficiently and quickly as possible (note: see also the Identifier "Program Evaluation and Review Technique"—prior to Mar80, the instruction "Path Analysis, use Critical Path Method" was carried in the Thesaurus) *Jul. 1966*

DAY CARE CENTERS

SN (Scope Note Changed) Professionally run facilities that care for groups of children on a partial or full day basis (note: prior to Mar80, the instruction "Day Care Centers, use Day Care Services" was carried in the Thesaurus) *Mar. 1980*

Debate Judges

USE JUDGES

DEINSTITUTIONALIZATION (OF DISABLED)

SN Processes and services that enable disabled persons to live outside of the confines of asylums, nursing homes, and other residential institutions *Aug. 1980*

DESIGN REQUIREMENTS

SN (Scope Note Changed) Specifications that must be met for the designs of facilities or objects in order to satisfy the physical or psychological needs of users *Mar. 1980*

DIFFUSION

SN (Scope Note Changed) Process by which an idea gets from its source or origin to its place of ultimate use [note: prior to Mar80, the use of this term was not restricted by a Scope Note—for the diffusion of humans, use "Population Distribution"—for chemical, molecular, etc. diffusion, use the Identifier "Diffusion (Natural Sciences)"] *Jul. 1966*

Drill Press Operators

USE MACHINE TOOL OPERATORS

EDUCATIONAL FACILITIES PLANNING

SN (Scope Note Changed) Planning the facilities and grounds of educational institutions (note: prior to Mar80, this concept was indexed under "School Planning") *Mar. 1980*

Educational Departments (School)

USE SCHOOLS OF EDUCATION

EDUCATIONAL MALPRACTICE

SN Wrongful or negligent acts on the part of teachers or schools that result (or may result) in student detriments, especially including the failure of students to learn *Oct. 1980*
UF Academic Malpractice

Educational Quality Assessment

USE EDUCATIONAL ASSESSMENT; EDUCATIONAL QUALITY

Energy Education (Conservation)

USE CONSERVATION EDUCATION; ENERGY CONSERVATION

Enunciation Improvement (1966 1980)

USE ARTICULATION (SPEECH); SPEECH IMPROVEMENT

EPISTEMOLOGY

SN The study of how knowledge is acquired
 UF Cognitive Theory *Oct. 1980*

ETHNIC DISCRIMINATION

SN (Scope Note Added) Restriction or denial of rights, privileges, and choice because of ethnic origins (note: do not confuse with "Ethnic Bias") *Mar. 1980*

EXPERIMENTAL SCHOOLS

SN (Scope Note Added) Schools in which new teaching methods, new organizations of subject matter, personnel practices, and advanced educational theories and hypotheses are tested *Jul. 1966*

FACULTY MOBILITY

SN (Scope Note Added) (note: if possible, use the more precise term "Teacher Transfer") *Jul. 1966*

FINANCIAL AID APPLICANTS

SN (Scope Note Changed) Individuals requesting financial support *Mar. 1980*

Financial Management

USE MONEY MANAGEMENT

Fles Guides (1967 1980)

SN Invalid Descriptor—coordinate preferred Descriptors "Curriculum Guides" and "Fles" (note: postings will be transferred to the preferred terms in a forthcoming computer tape update) *Jun. 1980*

Flexible Schedules (1967 1980)

SN Invalid Descriptor—used inconsistently in indexing for both school and job schedules—see "Flexible Scheduling" and "Flexible Working Hours" respectively for those concepts *Jun. 1980*

FREE EDUCATION

SN Education that does not require the payment of tuition (note: do not confuse with "Free Schools") *Oct. 1980*

FREE SCHOOLS

SN (Scope Note Changed) Alternative schools offering a completely voluntaristic framework, including an unstructured curriculum and a spontaneous learning environment—students are free to select what to learn, with whom, when, and how—grades, competition, and comparisons between individuals are discarded (note: do not confuse with "Free Education" or "Freedom Schools") *Mar. 1980*

Freshmen (1967 1980) (First Year College Students)

USE COLLEGE FRESHMEN

Freshmen (1967 1980) (Grade 9)

USE HIGH SCHOOL FRESHMEN

FTE

USE FULL TIME EQUIVALENCY

Geographic Mobility (Del Jun80)

USE MIGRATION

GERIATRICS

SN (Scope Note Changed) Branch of medicine dealing with the physiology and pathology of old age *Aug. 1968*

Grant Proposals

USE GRANTS; PROGRAM PROPOSALS

GREEK AMERICANS

Oct. 1980

GROUP HOMES

SN Nonconfining residential facilities providing professional supervision in a group living arrangement for either adults or juveniles, usually those who are unable to function independently—intended to reproduce as closely as possible the circumstances of family life, and at minimum providing access to community activities and resources (note: do not confuse with "Personal Care Homes") *Aug. 1980*

HAITIANS

SN Peoples of Haiti or Haitian descent *Oct. 1980*

Halfway Houses

USE GROUP HOMES; REHABILITATION CENTERS

HANDICRAFTS

SN (Scope Note Added) Creative activities of making articles by hand, often with the aid of simple tools or machines—also, the handiworks resulting from such activities *Jul. 1966*

HIGH INTEREST LOW VOCABULARY BOOKS

SN (Scope Note Added) Books designed to interest learners whose reading abilities are below age or grade level *Jul. 1966*

HOSPITAL SCHOOLS

SN (Scope Note Changed) Schools in hospitals for formal instruction of hospitalized children (note: do not confuse with "Teaching Hospitals" or "Patient Education"—prior to Oct79, this term was not scoped) *Jul. 1966*

Illiterate Adults (1966 1980)

USE ADULT LITERACY; ILLITERACY

INDIVIDUALIZED EDUCATION PROGRAMS

SN Educational programs for handicapped children, each geared to the needs of an individual child and conducted in accordance with a written plan agreed on between school officials and the child's parents—required by Federal law (i.e., the "Education for All Handicapped Children Act") to provide all school-age handicapped children with a free and appropriate education *Oct. 1980*

Inequalities (1970 1980)

SN Invalid Descriptor—used inconsistently in indexing—for mathematical inequalities, use "Inequality (Mathematics)"—for educational inequalities, use "Equal Education"—for social and economic inequalities, see "Disadvantaged" or Descriptors relating to social, race, sex, or ethnic bias or discrimination *Jun. 1980*

INEQUALITY (MATHEMATICS)

SN (Scope Note Changed) Mathematical expression or proposition concerning the difference in size between two quantities [note: for educational or socio-economic inequality, refer to Scope Note of "Inequalities (1970 1980)"] *Mar. 1980*

Information and Referral Services

USE INFORMATION SERVICES; REFERRAL

Interest Centers (Classroom)

USE LEARNING CENTERS (CLASSROOM)

INTERLANGUAGE

SN A learner's systematic, internally structured, and autonomous version of a target language—this system evolves, is governed by rules, and defines the developing linguistic competence of the learner *Jul. 1980*
 UF Approximative Systems (Language Learning)

Job Conditions

USE WORK ENVIRONMENT

Job Restructuring

USE JOB DEVELOPMENT

JUDGES

SN (Scope Note Changed) Persons selected or appointed to decide in competitions or contests (note: if possible, use the more specific term "Court Judges") *Mar. 1980*

LABORATORY ANIMALS

Aug. 1980

Laboratory Techniques (1967 1980)

SN Invalid Descriptor—used inconsistently in indexing—use "Laboratory Training" for human relations laboratory techniques—otherwise, use "Laboratory Procedures" *Jun. 1980*

LANGUAGE ACQUISITION

SN (Scope Note Changed) Development in the individual of his/her native language (note: do not use for "Second Language Learning"—prior to Mar80, the Thesaurus carried the instruction "Language Acquisition, use Language Development"—"Language Development" did not carry a Scope Note) *Mar. 1980*

Language Aids (1966 1980)

SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Educational Media" *Jun. 1980*

Language Guides (1966 1980)

SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Curriculum Guides," "Dictionaries," etc. *Jun. 1980*

LANGUAGE RESEARCH

SN (Scope Note Added) Research in linguistics (note: do not confuse with "Communication Research") *Jul. 1966*

LATE REGISTRATION

SN Enrolling after the school semester, quarter, etc. has begun (note: for the age of students when they enter school, see "School Entrance Age") *Aug. 1980*

Late School Entrance (Del Jun80)

USE LATE REGISTRATION

Learning Stations (Classroom)

USE LEARNING CENTERS (CLASSROOM)

LEAST SQUARES STATISTICS

SN Statistics that are designed to provide estimates that minimize the probability of large errors by minimizing the sum of squared errors (the "least squares method" fits a curve to a given set of data such that the sum of the squares of the distances from each point of the data to the fitted curve is a minimum) *Oct. 1980*

Library Orientation

USE LIBRARY INSTRUCTION

Life Span Education

USE LIFELONG LEARNING

LINKING AGENTS

SN Individuals or groups who attempt change by connecting knowledge and related resources to practitioners—the linker's role often includes providing necessary support for adoption/adaptation of new ideas or developments *Oct. 1980*

LITERACY

SN (Scope Note Added) Ability to read and write—also, communication with written or printed symbols (i.e., reading and writing) *Jul. 1966*

Literature Surveys

USE LITERATURE REVIEWS

Local Education Authorities

USE SCHOOL DISTRICTS

LONELINESS

SN Unhappiness caused by a lack of friends or companions *Aug. 1980*

Machinery Maintenance Workers

USE MACHINE REPAIRERS

MALPRACTICE

SN Wrongful or negligent treatment of clients by professional personnel that results (or may result) in damage, injury, or loss (note: coordinate with such Descriptors as "Medical Services," "Psychological Services," etc. as appropriate, or use the more specific Descriptor "Educational Malpractice"—for malpractice of lawyers, court judges, etc., use the Identifier "Legal Malpractice") *Oct. 1980*

Managers

USE ADMINISTRATORS

Maximum Likelihood Factor Analysis

USE FACTOR ANALYSIS; MAXIMUM LIKELIHOOD STATISTICS

MAXIMUM LIKELIHOOD STATISTICS

SN Statistics that are designed to provide estimates that maximize the probability of zero, or negligible, error (that is, estimates most likely to be correct) *Oct. 1980*

MEDICAL RECORD ADMINISTRATORS

Mar. 1980

SN (Scope Note Changed) Individuals who plan, develop, and administer medical record systems for hospitals, clinics, health centers, etc. (note: for librarians in medical libraries, coordinate "Librarians" and "Medical Libraries"—for librarians who are directly involved in patient care, use the Identifier "Clinical Medical Librarians")

Medical Record Librarians (1969 1980)

USE MEDICAL RECORD ADMINISTRATORS

METACOGNITION

SN Knowledge or beliefs about factors affecting one's own cognitive activities—also, reflection on or monitoring of one's own cognitive processes, such as memory or comprehension *Oct. 1980*
 UF Meta Knowledge
 Metamemory

MIGRATION *Jul. 1966*
SN (Scope Note Changed) Demographic movements of individuals or groups

MINICOURSES *Mar. 1980*
SN (Scope Note Changed) Courses at any educational level that are of relatively short duration (e.g., shorter than a school's regular academic term or session) and intended to achieve certain limited objectives

MONOLOGS *Oct. 1980*
UF Interior Monologues
Soliloquies

Monologues (Del Jun80)
USE MONOLOGS

Multiple Discriminant Analysis
USE DISCRIMINANT ANALYSIS

NONGRADED INSTRUCTIONAL GROUPING *Mar. 1980*
SN (Scope Note Changed) Grouping students according to such characteristics as academic achievement, mental and physical ability, or emotional development rather than by age or grade level (note: some of the former "nongraded/ungraded" Descriptors merged with this term were occasionally used to index "Nongraded Student Evaluation")

NONGRADED STUDENT EVALUATION *Mar. 1980*
SN (Scope Note Changed) Evaluation of student progress or achievement without the use of letter grades or other summary ratings—provides feedback about a student's specific strengths and weaknesses rather than summarizing his/her overall performance (note: some of the former "nongraded/ungraded" Descriptors merged with "Nongraded Instructional Grouping" were occasionally used to index this concept)

Nonresident Students (1967 1980) (Foreign)
USE FOREIGN STUDENTS

Nonresident Students (1967 1980) (Out of District)
USE RESIDENCE REQUIREMENTS

Nonresident Students (1967 1980) (Out of State)
USE OUT OF STATE STUDENTS

NOTIONAL FUNCTIONAL SYLLABI *Oct. 1980*
SN Foreign language course curricula based upon the learner's communicative needs and organized according to the content of what is to be communicated rather than the grammatical form of the language or specific situational requirements
UF Functional Notional Syllabi

NUCLEAR ENERGY *Oct. 1980*
SN Power derived from the fission (splitting) of the nuclei of heavy elements such as uranium, or the fusion of light elements such as the hydrogen isotopes deuterium and tritium
UF Atomic Energy

OBESITY *Oct. 1980*
SN Body condition characterized by a disfiguring excess of weight or fat
UF Overweight (Excessive Body Fat)

OBJECT PERMANENCE *Oct. 1980*
SN The knowledge that objects continue to exist even when one is not perceiving them
UF Object Concept

Occupational Adjustment
USE VOCATIONAL ADJUSTMENT

OCCUPATIONAL TESTS *Jul. 1966*
SN (Scope Note Changed) Tests designed to predict job performance by recording specific abilities and interests that correspond with those of persons successfully engaging in the particular field of work (note: for occupational interest inventories, use "Interest Inventories")

ORAL READING *Jul. 1966*
SN (Scope Note Added) The act of reading aloud, often used to develop or test reading skills (note: use "Reading Aloud to Others" when the purpose of oral reading is to inform or entertain a listener or group of listeners)

Painting (1966 1980) (Artistic)
USE PAINTING (VISUAL ARTS)

Painting (1966 1980) (Industrial)
USE PAINTING (INDUSTRIAL ARTS)

PERCEPTION *Jul. 1966*
SN (Scope Note Changed) The process of becoming aware of objects, qualities, or relations via the sense organs—involves the reception, processing, and interpretation of sensory impressions (note: use a more specific term if possible—do not confuse with "Attitudes" or "Opinions")

Performance Criteria (1968 1980) *Jun. 1980*
SN Invalid Descriptor—used inconsistently in indexing—see "Evaluation Criteria" and "Specifications"

Performance Specifications (1969 1980) *Jun. 1980*
SN Invalid Descriptor—used inconsistently in indexing—see such Descriptors as "Equipment Standards," "Facility Requirements," and "Performance Factors"

PHARMACOLOGY *Sep. 1980*
SI The science of the nature and properties of drugs, particularly their actions or effects (note: see also "Pharmacy")

PHONICS *Jul. 1966*
SN (Scope Note Added) The study of sound-letter relationships in reading and spelling, and the use of this knowledge in recognizing and pronouncing words

PHYSICAL MOBILITY *Mar. 1980*
SN (Scope Note Changed) Individual's ability to move within his/her immediate environment (note: for demographic or geographic mobility, use "Migration"—prior to Mar80, "Architectural Barriers" was frequently used to index this concept)

PICTURE BOOKS *Sep. 1980*
SN Books (usually but not necessarily for children) in which illustrations are essential to the presentation, either coordinated closely with the text or used alone without text

Plant Biology
USE BOTANY

PREREADING EXPERIENCE *Jul. 1966*
SN (Scope Note Added) Preschool incidental learning that prepares children for reading (note: use "Reading Readiness" for formal prereading training—prior to Sep80, the use of this term was not restricted by a Scope Note)

Pressure (1970 1980) *Jun. 1980*
SN Invalid Descriptor—originally intended as a physical science term but used inconsistently for social pressure, psychological stress, etc., as well as physical pressure—see such Descriptors as "Pressure (Physics)," "Political Influences," "Social Influences," and "Stress Variables"

Prior Knowledge
USE PRIOR LEARNING

PRIVATE FINANCIAL SUPPORT *Jul. 1966*
SN (Scope Note Added) Financial aid received from private sources (note: do not confuse with "Private School Aid")

PRIVATE SCHOOL AID *Mar. 1980*
SN (Scope Note Changed) Public or private financial support given to private, religious, or other nonpublic schools, colleges, or universities (note: do not confuse with "Private Financial Support")

Project Applications (1967 1980) *Jun. 1980*
SN Invalid Descriptor—used inconsistently in indexing—see "Program Proposals" and "Program Descriptions"

Provincial Aid
USE STATE AID

Psychiatric Technicians
USE PSYCHIATRIC AIDES

Punch Press Operators
USE MACHINE TOOL OPERATORS

RACIAL DISCRIMINATION *Jul. 1966*
SN (Scope Note Added) Restriction or denial of rights, privileges, and choice because of race (note: do not confuse with "Racial Bias")

RADIATION EFFECTS *Aug. 1968*
(Reinstated June 1980)
SN Changes in the properties of liquids, gases, and solids caused by radiation (e.g., gamma rays, x-rays, neutrons)
UF Radiation Damage

Radiobiology
USE RADIATION BIOLOGY

READABILITY *Jul. 1966*
SN (Scope Note Changed) The quality of reading matter that makes it interesting and understandable to those for whom it is written (note: prior to Jun80, "Reading Difficulty" and "Reading Level" were occasionally used to index this concept)

READING ACHIEVEMENT *Jul. 1966*
SN (Scope Note Changed) Level of attainment in any or all reading skills, usually estimated by performance on a test (note: prior to Jun80, "Reading Level" was occasionally used to index this concept)

READING ALOUD TO OTHERS *Sep. 1980*
SN Reading aloud for the sake of the listener's well-being (e.g., to inform or entertain the listener or audience, to develop his/her appreciation of literature or reading readiness, etc.) (note: use "Oral Reading" when the purpose of reading aloud is to develop or diagnose the reader's language skills)

READING DIFFICULTIES *Mar. 1980*
SN (Scope Note Changed) Problems in reading, caused either by disabilities associated with psychological processes or by such factors as physical or sensory handicaps, cultural background, low ability, etc. (note: do not use for "Readability"—the previous term "Reading Difficulty" was not scoped and was often confused with "Readability")

Reading Difficulty (1966 1980) *Jun. 1980*
SN Invalid Descriptor—used for both the reading problems of students and the reading level of materials—see "Reading Difficulties" and "Readability" respectively for these concepts

READING FAILURE *Jul. 1966*
SN (Scope Note Added) Lack of achievement or accomplishment in reading

Reading Level (1966 1980) *Jun. 1980*
SN Invalid Descriptor—used for both the reading level of people and the readability level of materials—see "Reading Achievement" and "Readability" respectively for these concepts

READING READINESS *Jul. 1966*
SN (Scope Note Added) Act of preparing, or degree of preparedness, for formal reading instruction or any other reading activity or task

Referral Services (Community)
USE COMMUNITY INFORMATION SERVICES; REFERRAL

RELEASED TIME *Jul. 1966*
SN (Scope Note Changed) Time granted to students, employees, or institutionalized persons to pursue special activities

RELIGIOUS EDUCATION *Jul. 1966*
SN (Scope Note Changed) Instruction in religion at any level not leading to a degree in theology (note: prior to Mar80, this term was not restricted by a Scope Note—for formal education for careers in religion, including the clergy, use "Theological Education")

Research Apprenticeships (Del Jan81)
USE RESEARCH ASSISTANTS

RESEARCH ASSISTANTS *Oct. 1980*

RESEARCH DESIGN *Jul. 1966*
SN (Scope Note Changed) The underlying plan or organization of a research project or study that determines its scope and approach—also, the process of planning and organizing research activities (note: for documents/articles dealing with research methods or experimental procedures, use "Research Methodology")

RESEARCH METHODOLOGY

Jul. 1966

SN (Scope Note Changed) Procedures used in making systematic observations or otherwise obtaining data, evidence, or information as part of a research project or study (note: do not confuse with "Research Design," which refers to the planning and organization of such procedures)

RESEARCH NEEDS

Jul. 1966

SN (Scope Note Changed) Questions or problems that require research (note: prior to Mar80, the use of this term was not restricted by a Scope Note—see also "Research Methodology," "Research Opportunities," and "Research Problems")

Resident Students (1967 1980) (In District)

USE RESIDENCE REQUIREMENTS

Resident Students (1967 1980) (In State)

USE IN STATE STUDENTS

Retention (of Employees)

USE LABOR TURNOVER

RETENTION (PSYCHOLOGY)

Mar. 1980

SN (Scope Note Changed) That aspect of memory that involves either short- or long-term holding of information (note: prior to Jun80, "Retention Studies" was also used to index this concept—for the concept of "retention of personnel, teachers, students, etc.," see such Descriptors as "Employment Practices," "Teacher Persistence," and "School Holding Power")

Retention Studies (1966 1980)

Jun. 1980

SN Invalid Descriptor—see preferred Descriptor "Retention (Psychology)" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

Satellite Laboratories (1966 1980)

USE SATELLITES (AEROSPACE)

SATELLITES (AEROSPACE)

Mar. 1980

SN (Scope Note Added) (note: if applicable, use the more specific term "Communications Satellites")

SCHOOL HEALTH SERVICES

Jul. 1966

SN (Scope Note Added) [note: prior to Jun80, see also "Clinic Personnel (School)"]

School Planning (1966 1980)

Jun. 1980

SN Invalid Descriptor—use "Educational Facilities Planning" or, if appropriate, the broader term "Educational Planning"

School Renovation

USE EDUCATIONAL FACILITIES IMPROVEMENT

SCOPE OF BARGAINING

Oct. 1980

SN The topics and issues accepted or contested as appropriate for consideration in collective bargaining

Security (1967 1978)

Mar. 1978

SN Invalid Descriptor—use a more precise Descriptor such as "Security (Psychology)" or "School Security," or use an Identifier such as "Building Security"

Self Bias

USE EGOCENTRISM

Self Directed Classrooms (1966 1980)

Jun. 1980

SN Invalid Descriptor—used inconsistently in indexing—see the more precise Descriptors "Open Education," "Independent Study," "Individualized Instruction," and "Student Projects"

Seniors (1966 1980) (Grade 12)

USE HIGH SCHOOL SENIORS

Seniors (1966 1980) (Last Year Undergraduates)

USE COLLEGE SENIORS

Skimming (Reading)

USE SPEED READING

SOCIAL COGNITION

Oct. 1980

SN Conceptions about interpersonal and social phenomena (e.g., persons, the self, motives, feelings, relations, social roles, societal institutions)—also, cognitive processes and skills used in social interaction (e.g., communication skills, perspective taking, empathy)

SOCIAL DISCRIMINATION

Jul. 1966

SN (Scope Note Added) Unfavorable treatment of individuals or groups on arbitrary grounds (note: do not confuse with various "bias" terms, which refer to prejudicial attitudes that may lead to such treatment)

Solicitors (Law)

USE LAWYERS

SPECIFICATIONS

Sep. 1968

SN (Scope Note Changed) Detailed written statements of characteristics or requirements (note: use a more specific term if possible)

Spectators

USE AUDIENCES

Spectrograms (1967 1980)

USE SOUND SPECTROGRAPHS

Speech Communication Curriculum

USE SPEECH COMMUNICATION; SPEECH CURRICULUM

Speech Communication Research

USE COMMUNICATION RESEARCH; SPEECH COMMUNICATION

SPEECH HANDICAPS

Jul. 1966

SN (Scope Note Changed) Defects and disturbances that interfere with oral communication

STATISTICAL DISTRIBUTIONS

Oct. 1980

SN Tables or graphs of observed, predicted, or theoretical data indicating either the probability or the number of instances to be found along successive intervals of an ordered scale—also, the mathematical functions of distributions

UF Distributions (Statistics)

Frequency Distributions

Structural Analysis (1966 1980)

Mar. 1980

SN (Scope Note Changed) Invalid Descriptor—originally intended as a linguistics term but used indiscriminately—see "Structural Analysis (Linguistics)" and "Structural Analysis (Science)"—see also such Descriptors as "Chemical Analysis," "Literary Criticism," and "Group Structure," or such Identifiers as "Cognitive Structures," "Musical Analysis," "Structure of Knowledge," and "Structural Learning"

Student Distribution (1966 1980)

Jun. 1980

SN Invalid Descriptor—used indiscriminately in indexing—see such Descriptors as "School Demography," "Geographic Distribution," and "Test Norms"

Study Release Programs

USE RELEASED TIME

SUMMATIVE EVALUATION

Jun. 1971

SN (Scope Note Changed) Evaluation at the conclusion of an activity or plan to determine its effectiveness

TEACHER MADE TESTS

Oct. 1980

SN Tests and other measures that are planned, assembled, written, or otherwise prepared by teachers for use with particular groups of students (note: for specificity, coordinate with other terms in the "Tests" and "Measures (Individuals)" hierarchies)

TEACHER PERSISTENCE

Jul. 1966

SN (Scope Note Changed) One's active continuance as a teacher by reason of personal choice

TEACHER RESPONSE

Jul. 1966

SN (Scope Note Changed) Teacher reaction to instructional and/or classroom situations (note: prior to Mar80, the instruction "Teacher Reaction, use Teacher Attitudes" was carried in the Thesaurus)

TEACHERS

Jul. 1966

SN (Scope Note Added) (note: see "Faculty" for other specific terminology related to "Teachers")

TEACHING ASSISTANTS

Jul. 1966

SN (Scope Note Changed) Persons, usually graduate students, who assist as instructors at the college level (note: for K-12 assistants, use "Teacher Aides")

TEACHING HOSPITALS

Oct. 1979

SN (Scope Note Changed) Hospitals where formal medical training takes place, usually affiliated with nursing or medical schools (note: do not confuse with "Hospital Schools" or "Patient Education")

Teaching (1966 1980)

Jun. 1980

SN Invalid Descriptor—used inconsistently in indexing—see "Instruction," "Teaching (Occupation)," and "Teaching Methods"

TELECOURSES

Jul. 1966

SN (Scope Note Changed) Sequences of lessons offered over television for credit or auditing purposes (note: for courses on the subject of television, use "Television Curriculum"—prior to Mar80, this term did not carry a Scope Note)

Textbook Publications (1966 1980)

Jun. 1980

SN Invalid Descriptor—see the more precise Descriptors "Textbooks" and "Textbook Publication"

THEOLOGICAL EDUCATION

Jul. 1966

SN (Scope Note Changed) Formal education in a higher education institution in preparation for careers in religion, including the clergy (note: prior to Mar80, this term was not restricted by a Scope Note)

THRESHOLD LEVEL (LANGUAGES)

Oct. 1980

SN The minimum level of foreign language proficiency needed for learners to communicate in most everyday situations, including situations for which they have not been specifically trained—emphasis is on oral skills and listening comprehension—objectives for reading and writing skills are narrowly restricted

Tracking (1968 1980)

Jun. 1980

SN Invalid Descriptor—used indiscriminately in indexing—see more precise Descriptors "Track System (Education)," "Perceptual Motor Coordination," and "Psychomotor Skills," as well as the Identifier "Tracking (Science)"

Trainable Mentally Handicapped (1967 1980)

Jun. 1980

SN Invalid Descriptor—see preferred Descriptor "Moderate Mental Retardation" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

TRANSFORMATIONS (MATHEMATICS)

Feb. 1970

SN (Scope Note Changed) Substitution of one mathematical configuration or expression by another in accord with a mathematical rule

Unified Studies Programs (1966 1980)

USE UNIFIED STUDIES CURRICULUM

UNITED STATES HISTORY

Jul. 1966

SN (Scope Note Added) (note: prior to Mar80, "American History" was occasionally used for this concept)

VERBAL DEVELOPMENT

Jul. 1966

SN (Scope Note Added) Growth in ability to use and comprehend words in either oral or written form

Village Extension Agents

USE EXTENSION AGENTS

WEIGHT (MASS)

Oct. 1980

SN (note: for living organisms, use "Body Weight")

Weight (1968 1980)

Jun. 1980

SN Invalid Descriptor—used inconsistently in indexing—for inorganic physical objects, use "Weight (Mass)"—for living organisms, use "Body Weight"—for scores, use "Weighted Scores"—for data other than scores, use the Identifier "Weighted Data"

WILDLIFE

Aug. 1980

SN Animals and/or plants living in a natural (undomesticated or uncultivated) state

WOMEN FACULTY

Sep. 1980

SN Female academic staff members engaged in instruction, research, administration, or related educational activities

UF Women Professors

Women Teachers (Del Jun80)

USE WOMEN FACULTY

WRITING PROCESSES

Oct. 1980

SN Series of thoughts and behaviors involved in planning, writing, and/or revising written compositions

UF Composition Processes (Literary)

WRITING RESEARCH

Oct. 1980

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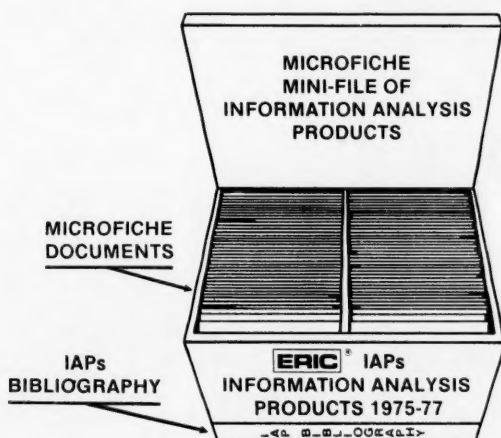


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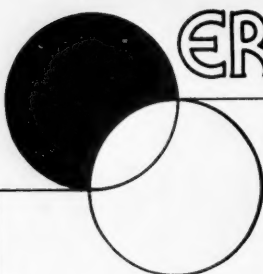
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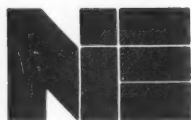
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